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ABSTRACT

This publication provides information about jobs performed in business and industry by persons with disabilities. The first section suggests ways to use the guide. Section 2 lists 70 job descriptions, each of which includes information on the following: the type of job, disability of the person performing the job, company information, job requirements, job information, significant duties, and special considerations. The jobs listed include accountants, clerk/ typists, cooks, counselors, machine operators, maintenance workers, business owners and operators, production workers, and program managers and administrators. Disabilities of individuals performing these jobs include absence of limbs, autism, blindness, cerebral palsy, deafness, emotional problems, hearing impairments, learning disabilities, mental illness, mental retardation, multiple handicaps, multiple sclerosis, paraplegia, polio, quadraplegia, and visual impairment. The third section discusses the vocational transition process, detailing elements of an effective vocational transition, and providing descriptions of specific programs and effective evaluation procedures. The fourth section lists resources. Appendices present a job replication form (which elicits information about jobs being performed by disabled persons) and a form for supplying names of employers who hire disabled persons. (CB)

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REPLICATING JOBS IN BUSINESS & INDUSTRY FOR PERSONS WITH DISABILITIES

Volume 2

Vocational Studies Center
School of Education • University of Wisconsin–Madison

EC192789

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VOLUME TWO

Replicating Jobs In Business and Industry for Persons with Disabilities

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The Vocational Studies Center
School of Education
University of Wisconsin-Madison

January, 1987

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EC192789

Table of Contents

Acknowledgments i

List of Figures ii

Cross Reference of the Job Descriptions by Disability and Job Title iii

Section I: Catalog Purpose and How to Use

Purpose 1

How to Use This Volume 1

Dictionary of Occupational Titles 6

Section II: Job Descriptions

Accountant/Treasurer	Cerebral Palsy	Rochester, MI	9
Accounting Aide	Autism	Salt Lake City, UT	12
Administrative Officer I	Polio - Severe Paralysis	Madison, WI	14
Architect/President	Paraplegia T-3, T-4, T-5	Spooner, WI	17
Assembler I	Mobility Impairment	Dixon, IL	20
Assembler II	Multiple Sclerosis	Albuquerque, NM	22
Bindery Worker	Deafness, Non-Verbal	Richmond, CA	24
Boat Assembly Worker	Mental Retardation	Kittanning, PA	26
Bookkeeper	Mental Illness	Coos Bay, OR	29
Broadcaster	Blindness	Silver Spring, MD	32
Clerical Aide	Mental Retardation, Epilepsy	Superior, WI	34
Clerk/Typist	Emotional Depression	Salt Lake City, UT	36
Clerk/Typist	Hearing Impairment	Honolulu, HI	38
Collection Attendant at Donation Site	Multihandicaps - Mental Illness, Seizure Disorder, Obesity	Omaha, NE	40
Component Engineer II	Multiple Sclerosis	Albuquerque, NM	42

Computer Instructor	Spinal Cord Injury - C-7 Spared	Rochester, MI	45
Computer Programmer	Blindness	Columbus, OH	48
Cook	Learning Disability	San Antonio, TX	51
Cook	Mental Retardation- Educable Level	Indiana, PA	53
Editor and Public Relations Director	Visual Impairment	Cambridge, MA	56
Electronic Data Processing Technician	Quadraplegia - C-4 C-5 (Paralysis Below Mid-chest - Limited Use of Arms, No Movement of Hands)	Oak Ridge, TN	58
Greenhouse Technician	Mental Retardation - Moderate	New Orleans, LA	61
Grill Cook	Mental Retardation	West Hartford, CT	63
Houseperson	Mental Retardation	Phoenix, AZ	65
Housing Attendant Coordinator	Physical Handicap	Garden Grove, CA	67
Human Resource Consultant/Counselor	Hearing Impairment	Edgewater, CO	69
Inspector	Epilepsy	Albuquerque, NM	71
Janitor/Maintenance	Multihandicaps - Mental Retardation, Physical Handicap	York, PA	73
Job Placement Coordinator	Polio - Leg Impairment	Dallas, TX	75
Laborer in Returned Merchandise	Learning Disability	Yoe, PA	77
Live-in-Companion/Helper	Mental Illness - Schizophrenia (Chronic Undifferentiated Type)	Hot Springs, AR	79
Machine Operator	Emotional Problems,- Alcoholism	Manchester, NH	81
Machine Operator	Mental Retardation - Mild	Reading, PA	83
Machinist	Hearing & Speech Impairment	Oak Ridge, TN	85

Maintenance Worker	Learning Disability	Flint, MI	87
Maintenance Worker	Mental Retardation	Salt Lake City, UT	89
Manufacturing Clerk	Stuttering	Opelika, AL	91
Masonry Fill Bagger	Mental Retardation (Down Syndrome)	Plymouth, WI	93
Master Control Room Operator, TV	Paraplegia	Springfield, MO	95
Nurse's Aide	Slow Learner	Chicora, PA	97
Occupational Therapist	Absence of Left Forearm - Congenital	Sioux Falls, SD	99
Occupational Therapist	Paraplegia	Dickinson, ND	101
Office Assistant	Autism	Metairie, LA	104
Owner/Manager	Quadraplegia C-4	Portland, ME	106
Owner/Operator	Blindness - Legal	Spring Hope, NC	109
Owner/Operator	Multihandicaps - Lower Leg Prosthesis, Heart Problem, Diabetes, Rheumatoid Arthritis, Ulcer	Winthrop, IA	111
Owner/Operator	Quadraplegia	Sheppton, PA	114
Pedriatic Pulmonologist, Pediatrician Psychotherapist	Cerebral Palsy	Chicago, IL	117
Photographer	Hearing Impairment	Greenbelt, MD	120
Plant Clean-Up	Mental Illness - Bipolar	Spokane, WA	122
Product Assembler	Mental Retardation	Madison, WI	124
Production Helper	Learning Disability	Portage, WI	126
Production Worker	Mental Handicap	Portage, WI	128
Professor and Chairman Real Estate and Urban Land Economics	Quadriplegia - Polio	Madison, WI	130
Program Director, Technical Training for the Disabled	Muscular Dystrophy - Advanced	Orlando, FL	133

Public Affairs Specialist	Quadriplegia - Spinal Injury	Cleveland, OH	136
Rehabilitation Technician	Closed Head Injury	Colorado Springs, CO	139
Ripsaw-Tailoff/Edge Glue Operator	Mental Illness - Bipolar	Spokane, WA	142
Sander Operator	Dyslexia, Memory Problems	Rhinelander, WI	144
Sanitation Coordinator	Physical Handicap, History of Substance Abuse	Lancaster, PA	146
Senior Engineering Assistant	Paraplegia	Oak Ridge, TN	149
Senior Programmer Analyst	Blindness	Green Bay, WI	151
Sewing Machine Operator	Cerebrovascular - Stroke	Marble, NC	153
Shop Supervisor/Mechanic	Deafness, Non-Verbal	Denver, CO	155
Social Services Manager	Blindness	Madison, WI	158
Stock Clerk	Learning Disability - Reading Problem	Clymer, PA	161
T-Ball Instructor/ Supervisor	Amputee - Partial (Left Arm Above Elbow)	Olathe, KS	163
Telephone Operator	Polio	Utica, NY	165
Towmotor Driver	Amputee - Partial (One Leg Below Knee), Illiterate	Opelika, AL	167
Trophy Assembler	Multihandicaps - Deafness, Paraplegia	San Antonio, TX	169

Section III: The Vocational Transition Process

Introduction 171

Part I - Elements of an Effective Vocational Transition Process 173

Part II - Example One: Disabled Students Beyond School: A Review of the Issues - A Position Paper and Recommendations for Action 175

Example Two: Minnesota Interagency Agreement, Executive Summary 178

Example Three: A Citizen's Guide to the Implementation of Massachusetts' Turning 22 Law: Chapter 688 181

Example Four: The Job Training and Tryout Project (JT&T) . . . 185

Example Five: A Vocational Rehabilitation Approach to Providing Community Based Job Training and Time Limited Supported Work for Individuals Who Are Severely Disabled . . . 189

Part III - Evaluating the Effectiveness of Transition Programming . . . 193

Part IV - Resources 204

References 210

Appendices

A - Job Replication Form 211

B - You Can Help Us Expand Job Opportunities In Business and Industry for Persons with Disabilities 217

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List of Figures

Figure One - Student's Transition Foundation 195

Figure Two - Transition Effectiveness Survey 200

Cross Reference of the Job Descriptions by Disability and Job Title

Absence of Left Forearm Congenital	Occupational Therapist	99
Amputee - Partial (Left Arm Above Elbow)	T-Ball Instructor/Supervisor	163
Amputee - Partial (One Leg Below Knee), Illiterate	Towmotor Driver	167
Autism	Accounting Aide	12
Autism	Office Assistant	104
Blindness	Broadcaster	32
Blindness	Computer Programmer	48
Blindness	Senior Programmer Analyst	151
Blindness	Social Services Manager	158
Blindness - Legal	Owner/Operator	109
Cerebral Palsy	Accountant/Treasurer	9
Cerebral Palsy	Pediatric Pulmonologist, Pediatrician, Psychotherapist	117
Cerebrovascular - Stroke	Sewing Machine Operator	153
Closed Head Injury	Rehabilitation Technician	139
Deafness, Non-Verbal	Shop Supervisor/Mechanic	155
Deafness, Non-Verbal	Bindery Worker	24
Dyslexia, Memory Problems	Sander Operator	144
Emotional Depression	Clerk/Typist	36
Emotional Problems, Alcoholism	Machine Operator	81
Epilepsy	Inspector	71
Hearing & Speech Impairment	Machinist	85
Hearing Impairment	Clerk/Typist	38
Hearing Impairment	Photographer	120
Hearing Impairment	Human Resource Consultant/Counselor	69

Learning Disability	Cook	51
Learning Disability	Laborer in Returned Merchandise	77
Learning Disability	Maintenance Worker	87
Learning Disability	Production Helper	126
Learning Disability Reading Problem	Stock Clerk	161
Mental Illness	Bookkeeper	29
Mental Illness - Bipolar	Plant Clean-up	122
Mental Illness - Bipolar	Ripsaw-Tailoff/Edge Glue Operator	142
Mental Illness - Schizophrenia (Chronic Undifferentiated Type)	Live-in-Companion/Helper	79
Mental Handicap	Production Worker	128
Mental Retardation	Boat Assembly Worker	26
Mental Retardation	Grill Cook	63
Mental Retardation	Houseperson	65
Mental Retardation	Maintenance Worker	89
Mental Retardation	Product Assembler	124
Mental Retardation (Down Syndrome)	Masonry Fill Bagger	93
Mental Retardation- Educable Level	Cook	53
Mental Retardation, Epilepsy	Clerical Aide	34
Mental Retardation - Mild	Machine Operator	83
Mental Retardation - Moderate	Greenhouse Technician	61
Multihandicaps - Deafness, Paraplegia	Trophy Assembler	169
Multihandicaps - Lower Leg Prosthesis, Heart Problem, Diabetes, Rheumatoid Arthritis, Ulcer	Owner/Operator	111
Multihandicaps - Mental Illness, Seizure Disorder, Obesity	Collection Attendant at Donation Site	40

Multihandicaps - Mental Retardation, Physical Handicap	Janitor/Maintenance	73
Multiple Sclerosis	Assembler II	22
Multiple Sclerosis	Component Engineer II	42
Muscular Dystrophy - Advanced	Program Director, Technical Training for the Disabled	133
Paraplegia	Master Control Room Operator, TV	95
Paraplegia	Occupational Therapist	101
Paraplegia	Senior Engineering Assistant	149
Paraplegia T-3, T-4, T-5	Architect/President	17
Physical Handicap	Housing Attendant Coordinator	67
Physical Handicap, History of Substance Abuse	Sanitation Coordinator	146
Polio	Telephone Operator	165
Polio - Leg Impairment	Job Placement Coordinator	75
Polio - Severe Paralysis	Administrative Officer I	14
Quadraplegia	Owner/Operator	114
Quadraplegia C-4	Owner/Manager	106
Quadraplegia - C-4 C-5 - (Paralysis - Below Midchest - Limited Use of Arms, No Movement of Hands)	Electronic Data Processing Technician	58
Quadraplegia - Polio	Professor and Chairman Real Estate and Urban Land Economics	130
Quadraplegia - Spinal Injury	Public Affairs Specialist	136
Slow Learner	Nurse's Aide	97
Spinal Cord Injury - C-7 Spared	Computer Instructor	45
Stuttering	Manufacturing Clerk	91
Visual Impairment	Editor and Public Relations Director	56

Section I

Catalog Purpose and How to Use

PURPOSE

This publication provides information about jobs performed in business and industry by persons with disabilities. It is important for people with disabilities to have role models that will help raise their vocational aspirations and expectations. Exemplary employment models are also needed by teachers, counselors, job placement personnel and employers who work with people who are disabled. Each job described in this catalog is performed by a specific person who is disabled. Readers should not conclude that such jobs are the only ones which persons with similar disabilities could perform, although these jobs might be replicated for persons with similar disabilities. Each description can be used to stimulate thinking about additional jobs which persons with disabilities could perform. Keep in mind that that key factors in matching jobs to persons with disabilities are a person's interests, abilities and aspirations.

The job descriptions in this publication are cross referenced by disability and job title. These jobs show that persons with disabilities are performing at levels above many people's expectations. These jobs are performed by persons with many different types of disabling conditions and levels of severity. Some jobs included in this publication show that persons with severe disabilities can work full time, receive employment benefits and achieve vocational independence.

The information on each job description in this catalog was provided by employers, employees who are disabled, job placement specialists and other interested persons. The Jobs Replication Form which was used to obtain information on job descriptions in this catalog can be found in Appendix A page 211. Please see Appendix B on page 217 for information on how you can help us obtain additional job description on jobs which persons with disabilities are performing in business and industry.

HOW TO USE THIS VOLUME

Potential users of this catalog include persons with disabilities, special educators, vocational instructors, rehabilitation counselors, job placement and job development counselors, employers and others. Each job description specifies the type of job, disability of the person performing the job and five areas of job information.

1.	Company Information	company name and description, number of employees, and the name of a person to contact for more information
2.	Job Requirements	academic credentials, work experience, examinations and other job requirements
3.	Job Information	wages, benefits, work schedule, work setting, probationary period, employment history, narrative description, physical demands, physical activities performed, environmental conditions, special conditions, work group, standard training period and standard amount of supervision

4.	Significant Duties	leadership/administrative/managerial, tasks in the areas of problem solving/reasoning, computers, mathematics, writing, reading, communication, manual/perceptual tasks and other significant duties or job features
5.	Special Considerations	limitations, special training, job accommodations, personal strengths and financial incentives for hiring

This catalog presents a cross section of jobs which persons with disabilities perform. Many other persons with disabilities may achieve on a level equal to those whose jobs are described, or learn to perform jobs of greater difficulty and reach higher plateaus. Teamwork, coordination and cooperation among all involved in the education, placement and employment of persons with disabilities are needed if persons with disabilities are to achieve their full potential. Listed below are some ideas of how specific groups and individuals might use this catalog of jobs.

Persons with Disabilities

- provide direction about specific job areas
- help secondary and postsecondary students be aware of specific job requirements, duties and conditions
- use when planning a course of study at the secondary or postsecondary level
- help identify skills and interests
- use as an incentive for training, promotion or to expand knowledge about successful employees
- expand thinking about what jobs successful people with disabilities are doing in business and industry
- use as a reference during the job search process
- use to inform prospective employers about needed accommodations
- use to identify agencies which might supply support services or assist in obtaining a job
- stimulate thinking about career changes and job advancement

Special and Vocational Educators

- use as examples in a career development curriculum
- use as a tool to develop on the job training sites

- use with students in individual counseling sessions to help them become aware of their potential
- use to show students the diversity of jobs which people with disabilities perform
- supplement career information systems
- use in the preservice and inservice training of regular teachers in order to expand their thinking about the range of jobs that students with disabilities might perform
- use with employers in discussing the capabilities of students with disabilities
- use as a base for replicating specific jobs in local businesses
- use to compare similar job titles but different duties
- use with parents to stimulate realistic vocational goals for their son or daughter

Job Placement and Job Development Counselors

- use to stimulate and expand thinking about job possibilities for persons with disabilities
- use to replicate a specific job for an interested person who is disabled
- use with employers to establish credibility that the specific job is being performed by a person who is disabled in a similar place of business
- use as a guide to match skills with possible jobs
- use in staff development training
- use to supplement and reinforce a job matching program
- use to find or develop similar jobs in the local community
- use the contact persons as additional resources
- use as a guide on job accommodations to maintain an employee on the job
- use as a model for developing additional job descriptions

Employers

- review for ideas on job accommodations that other employers have made for persons with disabilities
- review to stimulate thinking about jobs that persons with disabilities might perform in employer's company
- use in company training programs and internal publications to relieve employee anxieties about the performance capabilities of persons with disabilities
- use to replicate a job which exists in a similar work situation in another company or another location of the same company

Guidance Counselors

- use as examples during individual and group counseling to encourage students with disabilities to develop and use their educational and employment potential and to expand their career interests
- use as role models to show what others are doing
- use to help students with disabilities set goals for education and employment
- distribute to other staff members in order to increase their awareness of the employment possibilities for students with disabilities
- use in conjunction with computer assisted counseling programs

Teacher Educators

- provide examples to prospective teachers in order to expand their thinking about jobs that their students are capable of performing
- use as an inservice tool to stimulate and expand the thinking of teachers and administrators as to the jobs that students with disabilities can and are performing
- use as a guide to learn about accommodations that employer have made for persons with disabilities
- review the jobs being performed by persons with disabilities to gain insight into possible revisions needed in the teacher education program

Parents

- study the contents in order to stimulate thinking about possible jobs for which their disabled son or daughter may prepare
- use in the development and implementation of the IEP and as an aid in the school to work transition
- use as a discussion tool to help their son or daughter in selecting courses needed to achieve education and career goals
- stimulate job leads and opportunities for the teacher or job developer
- use as a source of information on jobs and duties performed by persons with disabilities
- use as a reference on how job accommodations are used to maintain an employee on the job

Listed below are some ideas on how this Jobs Catalog can be used to increase the vocational and career aspirations and expectations of persons with disabilities.

1. Special and vocational educators can use the listed jobs as a resource to raise their expectations and the expectations of their students. Students can see what other persons with similar disabilities are accomplishing. If a student is not interested in the specific job or jobs listed, he or she should be made aware that perhaps similar accommodations could be made in a job in which they are interested.

2. Parents of handicapped individuals can use these jobs to stimulate their own thinking about the jobs which their sons or daughters might perform.

3. Handicapped youth can use the job descriptions to stimulate their thinking as to the type of jobs they would like to do. Handicapped youth might be encouraged to explore jobs in which they had an interest but no incentive to pursue. The awareness levels of job possibilities and career options will be improved.

4. Use as resource in the training of job development and job placement counselors.

5. The special considerations section can be used as a resource to explore appropriate accommodations for handicapped persons.

6. Use in teacher education preservice and inservice classes to show the diversity of job opportunities for students with handicaps.

7. Use with employers to provide stimulation as to the possibilities of how they might employ handicapped persons. An employer would not need to have the exact job indicated. An employer's ingenuity and imagination might be triggered by reviewing actual jobs. The examples may help employers overcome their anxiety in hiring handicapped persons. Job listings may stimulate employers to consider hiring handicapped individuals in a position in which they previously thought impossible.

8. Used in counseling handicapped youth. Teachers and counselors may need to read and interpret the information for the handicapped student.

DICTIONARY OF OCCUPATIONAL TITLES

The DOT numbers assigned to Volume II job descriptions are from the Dictionary of Occupational Titles, Fourth Edition, 1977. This edition contains approximately 20,000 jobs based on more than 75,000 onsite analyses conducted from 1965 to mid 1970s and on extensive contacts with professional and trade associations.

Background Information on the DOT[1]

The Dictionary of occupational Titles is an outgrowth of the needs of the public employment service system for a comprehensive body of standardized occupational information for purposes of job placement, employment counseling and occupational and career guidance, and for labor market information services. In order to implement effectively its primary assignment of matching jobs and workers, the public employment service system requires a uniform occupational language for use in all of its offices. This is needed to compare and match the specifications of employer job openings and the qualifications of applicants who are seeking jobs through its facilities.

The Occupational Code Number

The first item in the DOT occupational definition is the 9-digit occupational code. In the DOT occupational classification system, each set of three digits in the 9-digit code number has a specific purpose or meaning. Together, they provide a unique identification code for a particular occupation which differentiates it from all others.

The first three digits identify a particular occupational group. All occupations are clustered into one of nine broad "categories". The nine primary occupational categories are listed below:

[1]U.S. Department of Labor (1977). Dictionary of Occupational Titles. Washington, D.C., Employment and Training Administration.

0/1 Professional, Technical, and Managerial Occupations
2 Clerical and Sales Occupations
3 Service Occupations
4 Agricultural, Fishery, Forestry, and Related Occupations
5 Processing Occupations
6 Machine Trades Occupations
7 Bench Work Occupations
8 Structural Work Occupations
9 Miscellaneous Occupations

The second digit refers to a division within the category. The third digit defines the occupational group within the division.

The middle three digits of the DOT occupational code are the worker functions ratings of the tasks performed in the occupation. Every job requires a worker to function to some degree in relation to data, people, and things. A separate digit expresses the worker's relationship to each of these three groups. Worker functions involving more complex responsibility and judgment are assigned lower numbers in these three groups while functions which are less complicated have higher numbers.

The last three digits of the occupational code number indicate the alphabetical order of titles within 6-digit code groups. They serve to differentiate a particular occupation from all others. A number of occupations may have the same first six digits, but no two can have the same nine digits.

The full nine digits thus provide each occupation with a unique code suitable for computerized operations.

Section II

Job Descriptions

Indicates a new job description.

Accountant/Treasurer

Cerebral Palsy

D.O.T. #160.167-018

Company Information

Company Name
Compute-Able, Inc.
713 West University
Rochester, MI 48063

Description of Company
Compute-Able is wholly owned and operated by disabled persons. Primary service is income tax preparation. Also do bulk mailings and telemarketing.

Number of Employees
20 total company
Varies this site based on work load

For more information, contact
Vicki Delmar, Office Manager
(313) 853-1867

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$3.35 per hour

Benefits
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
3 days a week, 6.5 hours a day
8:00 a.m. to 3:00 p.m.

Work Setting
Office

Probationary Period
None

Employment History
1.5 years with company
1.5 years in this position

Narrative Description
Employee does all of the accounting and payroll for Compute-Able. All records are on the Apple IIe computer.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, balance, sit, turn, see, depth perception, hear, sense of touch

Environmental Conditions
None

Special Conditions
Precision/quality
Distracting conditions

Work Group
Works alone

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal

Accountant/Treasurer	Cerebral Palsy

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Evaluate for accuracy and completeness
- Correct deficiencies

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Use formulas (translating, substituting values)
- Prepare budgets

Writing Tasks
- Copy accurately
- Complete forms accurately
- Uses computer with printer for all work

Reading Tasks
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions

Manual Perceptual Tasks
- Use job-specific hand tools and equipment
- Operate machine(s)
- Use keyboard skills
- Uses mouthstick

Special Considerations for This Worker

Limitations

Handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, no use of hands, needs work assignment placed on tables surrounding employee, speaking, allergies

Special Training

None

Job Accommodations

Assistant is used 15 minutes at both ends of the work day to arrange and file employee's paper.

Coworker eats with and assists with feeding employee.

Uses mouthstick with holder to type computer entries and move work in accommodating loss of hands ($250).

The following accommodations are used to maintain employee on the job:

1. Lockdown keys on computer for multiple function keys ($120).
2. Wordisk ($600).
3. Adjustable desk ($365).
4. Power switch in front of computer ($65).
5. Tables placed around employee.

Building is barrier free for wheelchair use.

Joined a cooperative to accommodate transportation needs ($100 to join @ $1 per mile).

Personal Strengths

Pays close attention to details

Has the ability and tolerance to work an 8-10 hour day, if necessary

Organizes tasks and is able to work with very little supervision

Financial Incentives for Hiring

None

JCBJ

Accounting Aide

Autism

D.O.T. #216.482-010

Company Information

Company Name
Utah Transit Authority
P.O. Box 30810
Salt Lake City, UT 84130

Description of Company
Provider of public mass transportation in 4 counties in Utah.

Number of Employees
888 total company
500 this site

For more information, contact
Karen H. King
Employee Relations Representative
(801) 262-5626

Requirements of This Job

Academic Credentials Required
High school diploma or GED

Work Experience Required
Successful employment (6 months)

Examinations Required
Physical, hearing, vision, pre-employment

Other Job Requirements
None

Job Information

Wages
$5.22 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Seasonal status
5 days a week, 8 hours a day
8:30 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
90 days

Employment History
6 years with company
6 years in this position

Narrative Description
This individual provides clerical support to the finance department staff. Employee verifies extensions, matches invoices to check vouchers, files invoices and time cards, types file folders, transfers and reorganizes files at year end, stuffs envelopes, and delivers inter-office mail.

Physical Demands
90% sedentary, 10% light work

Physical Activities Performed
Reach, stoop, sit, turn, see, hear, finger dexterity, walks between buildings on a 3 acre site to deliver mail.

Environmental Conditions
None

Special Conditions
None

Work Group
Works alone, one-to-one

Standard Training Period
No standard training period

Standard Amount of Direct Supervision
Moderate

Accounting Aide	Autism

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs

Writing Tasks
- Copy accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- The job does not require verbal communication, but we do reward this individual for communicating verbally.

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Operate machine(s)
- Use keyboard skills

Special Considerations for This Worker

Limitations
- Interactions with coworkers, has difficulty working in a group, following spoken directions

Special Training
- Initial training workshop counselor and additional training of 80 hours 3 times during 6 years for employees and coworkers with focus on giving and following instructions and communication skills.

Job Accommodations
- Actually, this job was "created" for this individual and personal limitations were considered into its design.
- Supervisor provides considerable reinforcement and is sensitive to employee's special needs.

Personal Strengths
- Employee is brilliant with mathematics - computing mentally faster than others use a calculator. Works well on routine tasks like filing for long periods. Employee has not missed any work time (other than vacation) during employment here.

Financial Incentives for Hiring
- None

Other Job Replication Factors
- This individual needs considerable structure and scheduled time to perform effectively. We also identified tasks the employee preferred, and use these tasks as a "reward" for completion of nonpreferred tasks and appropriate social interaction (i.e., employee likes to deliver interoffice mail. Employee is allowed to do this after completing filing, but is required to greet the secretaries from whom employee collects the mail in order to complete the task).

Administrative Officer I

Polio - Severe Paralysis

D.O.T. 188.117-106

Company Information

Company Name
State of Wisconsin
P.O. Box 7851
Madison, WI 53707

Description of Company
State government
Department of Community Services

Number of Employees
Information not provided

For more information, contact
Ruth Diehl
Administrative Assistant
(608) 266-7576

Requirements of This Job

Academic Credentials Required
Bachelor's degree required, master's degree recommended

Work Experience Required
Data processing (5 years)
Management or supervision (3 years)

Examinations Required
Physical

Other Job Requirements
Civil Service exam

Job Information

Wages
$17.40 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:15 a.m. to 4:00 p.m.

Work Setting
Office

Probationary Period
None

Employment History
14 years with company
2 years in this position

Narrative Description
Manage unit of 18 professional and clerical staff - unit responsible for design and operation of information systems and producing statistical reports on state funded programs for children in foster care, elderly, mentally ill, etc.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, see

Environmental Conditions
None

Special Conditions
None

Work Group
Works alone, one-to-one, and in small and large groups

Standard Training Period
6 months

Standard Amount of Direct Supervision
Minimal

Administrative Officer I	Polio - Severe Paralysis

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches/ solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets

Writing Tasks
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Use keyboard skills
- Develop visual presentations

Computer Tasks
- Access data from computers
- Perform systems analysis

Special Considerations for This Worker

Limitations

Carrying, lifting, reaching, grasping, handling, fingering, pushing, pulling, limited stamina, balancing, standing, walking, climbing, kneeling, squatting, bending, sitting

Special Training

None

Job Accommodations

Raised desk and special table, push button phone, and space to accommodate wheelchair ($500?)
Accessible bathroom required by law
Job related travel requires use of accessible state owned van (shared by six disabled state employees ($30,000)

Personal Strengths

Organized
Reliable
Self-confident

Financial Incentives for Hiring

None

Architect/President

Paraplegia T-3, T-4, T-5

D.O.T. #011.061-010

Company Information

Company Name
G.W. Kortness Associates, Inc.
200 East Linn
P.O. Box 366
Spooner, WI 54801

Description of Company
Architectural firm

Number of Employees
3 total company
3 this site

For more information, contact
Gerald W. Kortness, President
(715) 635-3345

Requirements of This Job

Academic Credentials Required
Bachelor's degree, state registration license

Work Experience Required
Architectural (3 years minimum)
Office experience

Examinations Required
None

Other Job Requirements
Driver's license, own vehicle, dress code

Job Information

Wages
$2,860 per month

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:30 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
None

Employment History
9 years with company
15 years in this position

Narrative Description
Prepares oral, graphic and written directives in the design and construction of a building.

Physical Demands
50% sedentary, 50% light work

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, depth perception, hear, finger dexterity, sketching, drawing, writing, talking

Environmental Conditions
None

Special Conditions
High rate of production
Precision/quality

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
Many months

Standard Amount of Direct Supervision
None

Architect/President	Paraplegia T-3, T-4, T-5

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- A future need

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Operate machine(s)
- Develop visual presentations

Writing Tasks
- Copy accurately
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Print legibly

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets

Special Considerations for This Worker

Limitations
Lifting, carrying, standing, walking, kneeling, squatting

Special Training
None

Job Accommodations
Furniture was rearranged to accommodate accessible work and drawing tables (small amount).
Grade level entrance was provided for accessible entrance and interior circulation (small amount).

Personal Strengths
Past experience
Enjoyment of job
Persistence

Financial Incentives for Hiring
None

Other Job Replication Factors
Attain as much education as possible and as much office experience as can be absorbed.

Assembler I

Mobility Impairment

D.O.T. #806.684-010

Company Information

Company Name
Borg-Warner Automotive
1350 Franklin Grove Road
Dixon, IL 61021

Description of Company
Manufacturer of automotive controls

Number of Employees
400 total company
400 this site

For more information, contact
Dave Klausen, Personnel Assistant
(815) 288-1462

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Assembly experience preferred

Examinations Required
Physical

Other Job Requirements
Age 18 minimum, 70 maximum

Job Information

Wages
$6.77 per hour

Benefits
Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Seasonal status
5 days a week, 8 hours a day
3:30 p.m. to 11:30 p.m.

Work Setting
Factory

Probationary Period
120 days

Employment History
10 years with company
10 years in this position

Narrative Description
Assemble small parts manually, using hand tools or small machines.

Physical Demands
95% sedentary, 5% light work

Physical Activities Performed
Push, pull, reach, sit, see, finger dexterity

Environmental Conditions
Noise, mechanical hazards, moving objects

Special Conditions
High rate of production
Precision/quality

Work Group
Works alone

Standard Training Period
5 days

Standard Amount of Direct Supervision
Moderate

Assembler I	Mobility Impairment

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+,-,x,/)

Writing Tasks
- Write legibly

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Follow intent of oral directions

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Operate job-related power tool(s) (power screw drivers, routers, small presses)

Special Considerations for This Worker

Limitations
- Lifting, carrying, standing, walking

Special Training
- None

Job Accommodations
- None

Personal Strengths
- Good attendance
- Gives 100% effort
- Willing to try anything

Financial Incentives for Hiring
- CETA wage subsidy

JOBS

Assembler II

Multiple Sclerosis

D.O.T. #726.684-034

Company Information

Company Name
Digital Equipment Corporation
5600 Kircher Blvd. Northeast
Albuquerque, NM 87103

Description of Company
Computer manufacturer

Number of Employees
90,000 total company
500 this site

For more information, contact
John Stewart, Production Supervisor
(505) 345-7311

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Electronic assembly preferred (6 months).

Examinations Required
Physical

Other Job Requirements
None

Job Information

Wages
$7.00 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Factory

Probationary Period
3 months

Employment History
6 years with company
6 years in this position

Narrative Description
Hand solder components, clip and touch up solder on computer board.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, see, color vision, depth perception, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
Works alone and in small group

Standard Training Period
30 days

Standard Amount of Direct Supervision
Moderate

Assembler II	Multiple Sclerosis

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Correct deficiencies

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)

Writing Tasks
- Write legibly

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Lifting, carrying, standing, walking, kneeling, squatting

Special Training
- None

Job Accommodations
- None

Personal Strengths
- Very good attitude
- Consistently willing to give 100%
- Shear determination

Financial Incentives for Hiring
- None

JOBS

Bindery Worker

Deafness, Non-Verbal

D.O.T. #649.685-018

Company Information

Company Name
Nieman's Ex Printing and Office Supply, Inc.
12875 San Pablo
Richmond, CA 94805

Description of Company
Retail office supply and printing

Number of Employees
20 total company
20 this site

For more information, contact
Fred Nieman, President
(415) 231-0300

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Printing preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$4.50 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Printing plant

Probationary Period
None

Employment History
2 months with company
2 months in this position

Narrative Description
Cut paper to size - bind together into books, collate, staple, glue, and operate small offset press.

Physical Demands
10% sedentary, 40% light work, 40% medium work, 10% heavy work

Physical Activities Performed
Push, pull, reach, balance, stoop, turn, see, color vision, depth perception, finger dexterity

Environmental Conditions
Dirt, odors, noise, mechanical hazards, cramped quarters

Special Conditions
High rate of production
High level of stress (deadlines, etc.)

Work Group
One-to-one, small group

Standard Training Period
30 days

Standard Amount of Direct Supervision
Minimal

38

Bindery Worker	Deafness, Non-Verbal

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Make and use measurements

Writing Tasks
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- None

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tool(s)

Special Considerations for This Worker

Limitations
- Hearing, speaking

Special Training
- None

Job Accommodations
- Used sign language instructor for communications during training.

Personal Strengths
- Willing to work
- Wants to please
- Steady worker

Financial Incentives for Hiring
- School district supplied instructor for training and paid employee's wage during training.

Other Job Replication Factors
- Job coach did most of the work in training. Supervision time during training increased 25% for 10 days.

JOBS

Boat Assembly Worker

Mental Retardation

D.O.T. #806.481-010

Company Information

Company Name
Albion Boatworks
RD #8, Box 390A
Kittanning, PA 16201

Description of Company
An affirmative industry that manufactures inexpensive, lightweight fiberglass reinforced plywood boats. Evergreen Homes, Inc. initiated the proposal (for this specialized product industry) with the projects to Improve Vocational Rehabilitation Services to Persons with Mental Retardation of Pennsylvania.

Number of Employees
8 total company; 8 this site

For more information, contact
Beth Bitting
Marketing and Sales Representative
(412) 545-1970

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Woodworking skills preferred

Examinations Required
Physical

Other Job Requirements
Dress code, woodworking skills

Job Information

Wages
$3.35 per hour

Benefits
Paid holidays
FICA
Worker's compensation

Work Schedule
Permanent status
5 days a week, 6 hours a day
9:00 a.m. to 3:30 p.m.

Work Setting
Manufacturing shop

Probationary Period
6 months

Employment History
6 months with company
6 months in this position

Special Conditions
Precision/quality

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
None

Standard Amount of Direct Supervision
Moderate by shop supervision

Narrative Description
Responsible for daily duties of two areas: 1) cutting shop duties - transfers boat template to building material, cuts and finishes components, use hand tools, power tools, and measuring instruments and 2) assembly station duties - describes framing members to proper fit, select and apply proper fasteners in assembly process, sands/buffs finished hull, and responsible for care and upkeep of machinery.

Physical Demands
10% sedentary, 80% light work, 10% medium work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, kneel, crouch, turn, see, color vision, depth perception, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions
Humid, dust, odors, noise, mechanical hazards

Boat Assembly Worker	Mental Retardation

Significant Duties

Leadership/Administrative/Managerial
- Specify goals and work tasks of others
- Supervise personnel

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Identify alternative approaches or solutions
- Evaluate for accuracy and completeness
- Correct deficiencies
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Make and use measurements

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tool(s)

Special Considerations for This Worker

Limitations

Reading, mathematics, requires occasional, but constant, supervision, remembering, following spoken directions, following written directions

Special Training

Supervisor provides constant but minimal special training on boat building skills using jigs, color coding, and verbal instructions.

Job Accommodations

- Grant required contact with Office of Mental Retardation and Vocational Rehabilitation. Employer maintains contacts and paperwork with agencies (10 hours/month).
- Pre-employment woodworking skills were taught at sheltered workshop or privately.
- Minimal constant supervision is provided to avoid quantity and quality problems (2.5 hours/day).
- Job assignments are matched to worker's abilities and task analysis (i.e., work alone, partner, or groups of 3 or more) (4 hours/month).
- Jigs used to accommodate nailing sections of wood together at proper angles (2 hours).
- Building complies with Labor and Industry regulations.
- Transportation provided by non-profit agency to accommodate workers having no driver's license.
- Converse on limited basis with supervisor on personal problems (medical appointments and transportation) (1 hour/month).

Personal Strengths

Woodworking skills
Understands instruction and performs it independently and correctly
Quality work judgment

Financial Incentives for Hiring

Office of Vocational Rehabilitation On-the-Job Training wage subsidy for 360 hours, Manpower on-the-job wage subsidy for 1440 hours.

Bookkeeper	Mental Illness

D.O.T. #210.382-014

Company Information

Company Name
People's Store, Inc.
230 South 2nd Street
Coos Bay, OR 97420

Description of Company
A non-profit thrift store employing adults with psychiatric problems and need community independent living skills training.

Number of Employees
6 total company
6 this site

For more information, contact
Nancy Devereux, Director
(503) 267-4818

Requirements of This Job

Academic Credentials Required
GED

Work Experience Required
Need

Examinations Required
None

Other Job Requirements
Dress code

Job Information

Wages
$3.35 per hour

Benefits
Paid vacation
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:30 a.m. to 5:00 p.m.

Work Setting
Retail store

Probationary Period
3 months

Employment History
2 months with company
2 months in this position

Narrative Description
Responsible for financial statements, daily deposits, bank reconciliation, etc.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, see, finger dexterity

Environmental Conditions
None

Special Conditions
Distracting conditions
High level of stress (deadlines, etc.)

Work Group
Works alone

Standard Training Period
9 months

Standard Amount of Direct Supervision
Minimal

Bookkeeper	Mental Illness

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Specify goals and work tasks of others
- Report to a board of directors

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Collect and organize information
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Calculate costs
- Construct diagrams, charts, records using numerical calculations
- Prepare budgets

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment (typewriter, calculator)
- Use keyboard skills

Special Considerations for This Worker

Limitations
- Vision (blind in one eye)

Special Training
- The employee completed a bimonthly course taught by a C.P.A. in small business management. A double-entry bookkeeping system was used for the training materials. The employee entered permanent employment upon completion of the course.

Job Accommodations
- Supervision on the job was provided at no cost by the Board of Directors to accommodate employee's needs.
- An office was set up for employee's work area at a cost of $450.00.
- A volunteer provides transportation to and from work to accommodate employee's need.
- A mental health department officer provides one hour per week counseling for continual support.

Personal Strengths
- Sense of humor
- Taking medication and meeting with counselor weekly
- Family support

Financial Incentives for Hiring
- Vocational rehabilitation support (75%, 50%, and 25% over a three month period)

Broadcaster

Blindness

D.O.T. #159.147-101

Company Information

Company Name
Greater Media Corporation
WWRC
8121 Georgia Ave.
Silver Spring, MD 20910

Description of Company
Commercial radio station

Number of Employees
Unknown - total company
100 this site

For more information, contact
Ed Walker, Contract Performer
(301) 587-4900

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Employee has thirty years in broadcasting.

Examinations Required
None

Other Job Requirements
Union membership

Job Information

Wages
Information not provided.

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
6 days a week, 8 hours a day
12:00 p.m. to 8:00 p.m.

Work Setting
Radio station

Probationary Period
None

Employment History
3 months with the company
3 months in this position

Narrative Description
On-air performer - afternoon drive time and Sunday morning. Selects music, voices commercials, uses some production skills, converts copy into Braille.

Physical Demands
95 sedentary, 5% light work

Physical Activities Performed
Push, reach, sit, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
High level of stress (deadlines, etc.)

Work Group
One-to-one

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal

Broadcaster	Blindness

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies

Computer Tasks
- Access data from computers

Mathematical Tasks
- None

Writing Tasks
- Copy accurately

Reading Tasks
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Tend machine(s)
- Operate machine(s) (Operate broadcast equipment, tape recorders, etc.)

Special Considerations for This Worker

Limitations
- Vision

Special Training
- None

Job Accommodations
- An assistant is provided to answer mail, enter copy in computer, read tasks, etc., to accommodate visual impairment in reading printed materials.
- The audio level indicator and other broadcast equipment are labeled in Braille.

Personal Strengths
- Knowledge of music
- Ability to communicate to mass audience
- Ability to sell on air

Financial Incentives for Hiring
- None

Clerical Aide

Mental Retardation, Epilepsy

D.O.T. #239.567-101

Company Information

Company Name
Saratoga Liquor Company, Inc.
3215 James Day Ave.
Superior, WI 54880

Description of Company
Liquor warehouse

Number of Employees
47 total company
47 this site

For more information, contact
Kristin Kern, Job Developer
(715) 392-8388

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Some office work helpful

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$3.35 per hour

Benefits
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 3-5 hours a day
8:00 a.m. to 12:00 noon

Work Setting
Office

Probationary Period
3 months

Employment History
3 weeks with company
3 weeks in this position

Narrative Description
Put invoices in chronological order by date and then by invoice number before filing; operates copy machine; addresses envelopes; is beginning computer entry work; operates calculator and to obtain tape of daily invoice which must equal invoice register.

Physical Demands
100% sedentary

Physical Activities Performed
Stoop, sit, see, hear

Environmental Conditions
None

Special Conditions
High level of stress when copies are needed in addition to other work.

Work Group
Works alone

Standard Training Period
4 hours of job training required in each area.

Standard Amount of Direct Supervision
Moderate

Clerical Aide	Mental Retardation, Epilepsy

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information

Computer Tasks
- Enter data into computers (just beginning)

Mathematical Tasks
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately

Reading Tasks
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Stay on the topic in job-related conversations

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Operate machine(s)

Special Considerations for This Worker

Limitations
- Anxious; reading, writing, spelling, and mathematics at ninth grade level; remembering - needs additional time to train; occasional epileptic seizure

Special Training
- Extended training by job coach and supervisor. Upon completion of special training, individual will enter permanent employment.

Job Accommodations
- Job placement by Association of Retarded Citizens (ARC).
- Client learned job quickly - ARC job coach was at job site a total of 8 hours.

Personal Strengths
- Good organizational skills
- Follows directions well
- Does not socialize excessively on the job (performs job)

Financial Incentives for Hiring
- Association for Retarded Citizens - On-the-Job Training wage subsidy (50% first 160 working hours, 25% second 160 working hours) and job coach.

Other Job Replication Factors
- Be supportive

JOBS

Clerk/Typist

Emotional Depression

D.O.T. #203.362-010

Company Information

Company Name
UTC/Salt Lake Skills Center
1040 West 700 South
Salt Lake City, UT 84104

Description of Company
Educational and training post-secondary agency.

Number of Employees
50 total company

For more information, contact
Terry Armstrong, Coordinator
(801) 328-5534

Requirements of This Job

Academic Credentials Required
High school diploma or GED
Clerical training certificate

Work Experience Required
Training or experience in clerical preferred (6 months)

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$4.00 per hour

Benefits
FICA
Worker's compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Office

Probationary Period
None

Employment History
1 month with company
1 month in this position

Narrative Description
Types resumes, correspondence, and job applications for student seeking employment. Types correspondence for placement staff.

Physical Demands
90% sedentary, 10% light work

Physical Activities Performed
Reach, sit, turn, see, hear, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Works alone

Standard Training Period
10 days

Standard Amount of Direct Supervision
Minimal

Clerk/Typist	Emotional Depression

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Evaluate for accuracy and completeness

Computer Tasks
- Enter data into computers
- Access data from computers
- Perform word processing

Mathematical Tasks
- Count

Writing Tasks
- Copy accurately
- Complete forms accurately
- Write sentences in standard English
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Stay on the topic in job-related conversations

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Operate machine(s)
- Use keyboard skills

Special Considerations for This Worker

Limitations
- None

Special Training
- Provided once by supervisor

Job Accommodations
- None

Personal Strengths
- Exhibits good attitudes
- Follows written and oral instructions
- Completes tasks

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Review previous six-twelve months activities (i.e., training or employment performance) to be aware of employee's emotional stability.

jcej

Clerk/Typist

Hearing Impairment

D.O.T. #203.362-010

Company Information

Company Name
Honolulu Federal Savings & Loan Association
P.O. Box 539
Honolulu, HI 96809-0539

Description of Company
Financial services

Number of Employees
815 total company

For more information, contact
Robert L. Andrus, Vice President
(808) 545-6875

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Clerical work in office setting (6 months-1 year)

Examinations Required
None

Other Job Requirements
Dress code

Job Information

Wages
$680 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance
Vision care
Profit sharing after 1 year

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:45 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
3 months

Employment History
13 months with company
13 months in this position

Narrative Description
Performs general office duties including routine typing and filing. Processes new client account files and maintains department files. Operates office machines such as typewriter, 10-key adding machine, photocopier and microfilming camera.

Physical Demands
40% sedentary, 50% light work, 10% medium work

Physical Activities Performed
Reach, stoop, sit, see, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Small group

Standard Training Period
3 months

Standard Amount of Direct Supervision
Moderate

52

Clerk/Typist	Hearing Impairment

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Evaluate for accuracy and completeness
- Correct deficiencies

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)

Writing Tasks
- Copy accurately
- Write legibly

Reading Tasks
- Read simple directions

Communication Tasks
- None

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Operate machine(s)
- Use keyboard skills

Special Considerations for This Worker

Limitations
- Hearing, speaking, frequent minor illnesses

Special Training
- Supervisor and co-workers wrote down instructions for 1 month.

Job Accommodations
- Employer has a working relationship with the State Vocational Rehabilitation.
- Co-workers answer the phone to accommodate employee.
- An interpreter is present during the initial job orientation.
- Employee was advised to seek assistance for personal matters outside of business hours.

Personal Strengths
- Desire to complete all assigned tasks and do a good job
- Willingly accepts additional duties
- Learns new tasks quickly

Financial Incentives for Hiring
- None

Collection Attendant at Donation Site

Multihandicaps - Mental Illness, Seizure Disorder, Obesity

D.O.T. #299.677-101

Company Information

Company Name
Goodwill Industries
1111 South 41 Street
Omaha, NE 68105

Description of Company
Non-profit rehabilitation agency

Number of Employees
90+ total company
Approximately 80 this site

For more information, contact
Bob Foster, Job Placement Specialist
(402) 341-4369

Requirements of This Job

Academic Credentials Required
High school diploma or GED

Work Experience Required
Customer relations and material handling preferred.

Examinations Required
None

Other Job Requirements
Driver's license preferred

Job Information

Wages
$3.35 per hour

Benefits
FICA
Worker's compensation
Medical insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
10:00 a.m. to 6:00 p.m.

Work Setting
Semi-trailer parked in an outdoor lot.

Probationary Period
90 days

Employment History
3.5 months with company
3.5 months in this position

Narrative Description
Receives donations brought to trailer; sorts and stores items according to type of donation (clothes, furniture, toys, etc); keeps daily records of donations; gives receipt to customer; reports daily to supervisor from work site about condition of trailer.

Physical Demands
60% sedentary, 20% light work, 15% medium work

Physical Activities Performed
Push, pull, reach, stoop, kneel, sit, turn, see, hear, finger dexterity, lift, stack, sort

Environmental Conditions
Hot, cold, humid, dry, wet, dust, dirt

Special Conditions
Good appearance, positive attitude toward customers

Work Group
Works alone

Standard Training Period
2 days

Standard Amount of Direct Supervision
Minimal

Collection Attendant at Donation Site	Multihandicaps - Mental Illness, Seizure Disorder, Obesity

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Recognize the effects of changing quantity or quality of materials
- Review progress periodically

Computer Tasks
- None

Mathematical Tasks
- Understand order (e.g., first, second, last)

Writing Tasks
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar

Manual Perceptual Tasks
- Hand work

Special Considerations for This Worker

Limitations
- Low frustration tolerance, interactions with public, excessive talking and seizures

Special Training
- Supervisor provided initial special training on proper sorting techniques and packaging of materials; greeting the public, and filling out receipts.

Job Accommodations
- None

Personal Strengths
- Works alone without supervision
- Works with the public in a positive manner
- Organizes materials received

Financial Incentives for Hiring
- 5 months On-the-Job Training

Component Engineer II

Multiple Sclerosis

D.O.T. #020.062-010

Company Information

Company Name
Digital Equipment Corporation
P.O. Box 80
Albuquerque, NM 87103

Description of Company
Manufacture and design minicomputers

Number of Employees
Approximately 80,000 total company
Approximately 475 this site

For more information, contact
Michael Foris
Component Assurance Manager
(505) 345-3311 ext. 2296

Requirements of This Job

Academic Credentials Required
Associate degree but prefer B.S. degree in engineering

Work Experience Required
Prior similar experience or background in technical inspection preferred.

Examinations Required
Physical

Other Job Requirements
None

Job Information

Wages
$2,636 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Office

Probationary Period
3 months

Employment History
7 years, 9 months with company
2 years, 9 months in this position

Narrative Description
Involves having full technical responsibility for all of the resistors, transistors, delay lines, and medium complexity integrated circuits purchased by plant. Employee must write procedures, order and install test equipment, and interface with vendors, other engineers and production personnel.

Physical Demands
60% sedentary, 40% light work

Physical Activities Performed
Push, pull, reach, stoop, sit, turn, see, color vision, depth perception, hear, finger dexterity

Environmental Conditions
General office conditions

Special Conditions
Technical responsibility for several types of purchased parts.

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
6 months

Standard Amount of Direct Supervision
Moderate

Component Engineer II	Multiple Sclerosis

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Implement company policies
- Specify goals and work tasks of others
- Represent the company at internal functions
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers
- Perform word processing
- Write programs
- Perform systems analysis (simple)

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Use keyboard skills
- Develop visual presentations

Special Considerations for This Worker

Limitations
- Lifting, carrying, limited stamina, cannot travel out of town, easily fatigued, must use wheel chair to cover significant distances.

Special Training
- None

Job Accommodations
- Employee prepares work for other engineers who travel for him to accommodate inability to travel.
- Provided wheel chair access by expanding work cubicle (minimal cost).
- Employee parks close to the building for easier access.

Personal Strengths
- Well organized and methodical
- Understands computer systems in detail
- Very proud and wants to prove ability to handle the job and its problems

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Believe similarly handicapped persons could handle a similar type of job.

Computer Instructor

Spinal Cord Injury - C-7 Spared

D.O.T. #094.227-018

Company Information

Company Name
Rehabilitation Research Center
2845 Crooks Road
Rochester, MI 48063

Description of Company
A non-profit center whose purpose is to promote the health, education, and welfare of disabled persons.

Number of Employees
6 total company
6 this site

For more information, contact
Stan Haack, President
(313) 853-1830

Requirements of This Job

Academic Credentials Required
Associate degree

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$6.00 per hour

Benefits
FICA

Work Schedule
Permanent status
4 days a week, 6 hours a day
10:00 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
None

Employment History
1 year with company
1 year in this position

Narrative Description
Teaches primarily disabled populations computer literacy, using mini-computers. Students have special learning needs. Their disabilities includes paraplegia, quadraplegia, closed head injury, stroke and cerebral palsy.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, balance, sit, turn, see, color vision, depth perception, hear

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
2 months on-the-job training

Standard Amount of Direct Supervision
None

Computer Instructor	Spinal Cord Injury - C-7 Spared

Significant Duties

Leadership/Administrative/Managerial
- Specify goals and work tasks of others
- Supervise personnel

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers
- Perform word processing
- Write programs
- Perform systems analysis

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Use formulas (translating, substituting values)

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Use keyboard skills
- Develop visual presentations

Special Considerations for This Worker

Limitations

Handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina

Special Training

None

Job Accommodations

- Flextime and shorter work days are allowed to accommodate employee's low stamina and sitting tolerance.
- On-off switch was placed up front to accommodate operating the computer ($65).
- Classes are set up on an individual basis and/or small groups to accommodate both instructor and the students.
- Employee uses a wheelchair and works in a barrier-free environment. Had this building not been barrier free, the usual modifications would have been necessary.

Personal Strengths

Relates well to students
Patient
Creative instruction methods

Financial Incentives for Hiring

None

Computer Programmer

Blindness

D.O.T. #203.582-054

Company Information

Company Name
Defense Logistic's Agency
P.O. Box 1605
Columbus, OH 43215

Description of Company
Primary level field activity: Department of Defense - supplies and logistics worldwide; Central Design Department - develops automation system.

Number of Employees
1000 this site

For more information, contact
Abe Banister
Chief of Contract Management Division
(614) 238-9217

Requirements of This Job

Academic Credentials Required
Associate degree

Work Experience Required
None in this field

Examinations Required
Physical

Other Job Requirements
On call

Job Information

Wages
$6.90 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
90 days

Employment History
8 months with company
8 months in this position

Narrative Description
Performs programming of automation systems. Monitors progress and difficulty of systems.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, turn, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
High level of stress (deadlines, etc.)

Work Group
Works alone and in small group

Standard Training Period
6 months

Standard Amount of Direct Supervision
Minimal

Computer Programmer	Blindness

Significant Duties

Leadership/Administrative/Managerial
- Represent the company at internal functions
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers
- Write programs

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Use formulas (translating, substituting values)

Writing Tasks
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Read simple directions
- Read technical information (on tape or Brailled)

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Tend machine(s) (computer terminal and printer
- Operate machine(s)
- Use keyboard skills

Special Considerations for This Worker

Limitations
- Vision

Special Training
- Special IBM computer programmer training at Goodwill, monitored by an area business advisory council, provides 10 months of pre-employment training including 2 months of internship and training on adaptive equipment.
- A grade is received after completing the special training which includes taped and written materials for systems access.

Job Accommodations
- A talking terminal, Braille printer, and tape recorders paid by the state vocational rehabilitation agency based on employment status are used to interpret written materials.
- Employer provides supplies and equipment maintenance agreements as well as access and automated system capability.
- Employee provided extra desk for computer equipment since all programmers do not have terminals at their desks.

Personal Strengths
- Flexibility
- Willingness to work with people
- Personal drive

Financial Incentives for Hiring
- None

Cook	Learning Disability

D.O.T. #313.361-014

Company Information

Company Name
Anne Marie's
8124 Fredericksburg Road
San Antonio, TX 78229

Description of Company
A restaurant serving mainly lunch, and that caters. A gourmet shop selling food products, gift baskets, cookbooks, aprons, and gifts related to food.

Number of Employees
6 total company

For more information, contact
Anne Marie Roof, Owner
(512) 691-1698

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
Read sample tickets

Other Job Requirements
None

Job Information

Wages
$4.00 per hour

Benefits
None

Work Schedule
Permanent status
5 days a week, 8 hours a day
9:00 a.m. to 5:00 p.m.

Work Setting
Restaurant

Probationary Period
None

Employment History
9 months with company
5 months in this position

Narrative Description
Employee is trained to cook most specials, soups, quiches, salads, desserts; makes lists of items made each day; helps with catering; decorates trays; orders produce; and supervises kitchen employees.

Physical Demands
25% sedentary, 50% light work, 25% medium work

Physical Activities Performed
Reach, climb, stoop, see, hear, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
Wet, dirt, mechanical hazards, burns

Special Conditions
High rate of production
Precision/quality
Distracting conditions
High level of stress

Work Group
Small group

Standard Training Period
1 month

Standard Amount of Direct Supervision
Moderate

Cook	Learning Disability

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Supervise personnel

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Identify alternative approaches or solutions
- Correct deficiencies
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Make and use measurements

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Organize, select, and relate ideas in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Operate machine(s)

Special Considerations for This Worker

Limitations
- Writing, spelling, mathematics, following spoken and written directions, special medical care related to childhood rheumatic fever

Special Training
- None

Job Accommodations
- Employer has to be present approximately 5 hours per week to watch closely for mistakes and supervision.
- Personal problems away from the job site affect employee's job performance and quality of work. Accommodation requires 4 hours per week of supervisor's time and the problem is yet unresolved.

Personal Strengths
- Creative touch with food
- Gets along well with others, cool-headed
- Careful following recipes and procedures

Financial Incentives for Hiring
- None

66

Cook	Mental Retardation-Educable Level

D.O.T. #313.361-014

Company Information

Company Name
Ponderosa #874
Route 286
Indiana, PA 15701

Description of Company
Family steakhouse restaurant

Number of Employees
28,000 total company
60 this site

For more information, contact
Dan Fletcher, Executive Manager
(412) 465-2641

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
Physical

Other Job Requirements
Age 16 minimum, uniform

Job Information

Wages
$4.25 per hour

Benefits
Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
6:00 a.m. to 2:00 p.m.

Work Setting
Restaurant

Probationary Period
90 days

Employment History
3 years with company
2 years in this position

Narrative Description
Employee responsible for morning breakfast buffet and lunch either alone or with one other cook.

Physical Demands
100% medium work

Physical Activities Performed
Reach, balance, turn, see, depth perception, hear, finger dexterity

Environmental Conditions
Hot, odors, noise, mechanical hazards, burns, electrical hazards, radiant energy

Special Conditions
High level of stress (fast food operation)

Work Group
Small group

Standard Training Period
7 days

Standard Amount of Direct Supervision
Minimal

Cook	Mental Retardation-Educable Level

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tool(s)

Special Considerations for This Worker

Limitations
Reading, writing

Special Training
None

Job Accommodations
Photographs of all food products are placed on meal order codes.

Personal Strengths
Assimilates new information
Adheres to company standards
Identifies directions in business trends

Financial Incentives for Hiring
Targeted Jobs Tax Credits

Other Job Replication Factors
Management needs to be patient and to allow disabled employee to progress at individual pace.

Editor and Public Relations Director

Visual Impairment

D.O.T. #132.037-022

Company Information

Company Name
Harvard University
Harvard Square
Cambridge, MA 02138

Description of Company
Higher education university

Number of Employees
15,000 total organization

For more information, contact
Anne Marie O'Brien
Employment Specialist
(617) 542-1799

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
2-3 years editorial field

Examinations Required
None

Other Job Requirements
Excellent writing, editing and communication

Job Information

Wages
$17,000 - $22,000 a year

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days per week, 7 hours per day
9:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
3 month

Employment History
11 months with company
11 months in this position

Narrative Description
Works with administrative personnel. Writes, edits, plans, and proofreads articles.

Physical Demands
90% sedentary, 10% light work

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, depth perception, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality
High level of stress
Demanding completion of jobs

Work Group
Small group

Standard Training Period
3 months probation

Standard Amount of Direct Supervision
None

Editor and Public Relations Director

Visual Impairment

Significant Duties

Leadership/Administrative/Managerial
- Specify goals and work tasks of others
- Supervise personnel

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers
- Perform word processing

Mathematical Tasks
- None

Writing Tasks
- Copy accurately
- Write legibly
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Operate machine(s)
- Use keyboard skills

Special Considerations for This Worker

Limitations
- Partial loss of vision

Special Training
- None

Job Accommodations
- None

Personal Strengths
- Energetic
- Handles pressure well
- Gets along well with others.

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Large print materials might be used

Electronic Data Processing Technician

Quadraplegic C-4 C-5 - (Paralysis Below Midchest - Limited Use of Arms; No Movement of Hands

D.O.T. #213.362-010

Company Information

Company Name
Oak Ridge Gaseous Diffusion Plant
Martin Marietta Energy Systems Inc.
P.O. Box P
Oak Ridge, TN 37831

Description of Company
Primarily devoted to uranium enrichment

Number of Employees
15,000+ total company
2,500 this site

For more information, contact
Dave Rupert
Affirmative Action Coordinator
(615) 624-9218

Requirements of This Job

Academic Credentials Required
Associate degree

Work Experience Required
2 years computer-related operations, etc.

Examinations Required
Physical, hearing, vision, neurological

Other Job Requirements
Age 18 minimum

Job Information

Wages
Information not provided

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:45 a.m. to 4:15 p.m.

Work Setting
Office

Probationary Period
None

Employment History
17 years with company
15 months in this position

Narrative Description
Performs computer-programming and related tasks under general supervision in support of analysts and programmers. Does cobol programming of low complexity; maintains files; edits files on the computer through the keyboard. Assists technical staff with a variety of programming production tasks. Supports analysis and software development.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, see, color vision, depth perception, hear, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality
Distracting conditions

Work Group
Works alone, one-to-one and in small group

Standard Training Period
6 months

Standard Amount of Direct Supervision
Moderate

72

Electronic Data Processing Technician

Quadraplegic C-4 C-5 - (Paralysis Below Midchest - Limited Use of Arms; No Movement of Hands

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Evaluate for accuracy and completeness
- Correct deficiencies

Computer Tasks
- Enter data into computers
- Access data from computers
- Perform word processing
- Write some programs

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Use numerical values from charts, diagrams, tables
- Use formulas (translating, substituting values)

Writing Tasks
- Produce intelligible written documents

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Talk
- Speak clearly
- Explain activities and ideas clearly
- Interact with users

Manual Perceptual Tasks
- Eye-hand coordination
- Use keyboard skills

Special Considerations for This Worker

Limitations

Vision, feeling/sensory, handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina

Special Training

None

Job Accommodations

Physical rehabilitation provided by Patricia Neal Rehabilitation Center.

Retraining for present job provided by Woodrow Wilson Rehabilitation Center.

Personal assistance for eating, drinking and bodily functions provided by spouse working in same building.

The following were accommodations provided by employer:

Removal of door, locks and latches;

Raised table and keyboard; installed hand brace at keyboard;

Arranged for individual to work only on first floor;

Access to emergency exit via sidewalk and ramps built in and around building.

Installed speaker phone because worker was unable to use regular phone.

Personal Strengths

Perseverance - 'want to'

Communications - interaction skills

Ability to learn and grow with new concepts

Financial Incentives for Hiring

None

Greenhouse Technician

Mental Retardation - Moderate

D.O.T. #405.684-014

Company Information

Company Name
Plant Interiors
319 North Rendon
New Orleans, LA

Description of Company
Interior plant maintenance company with two greenhouses and small nursery for outdoor plants.

Number of Employees
20 total company
20 this site

For more information, contact
John C. Abasiam
Supported Employment Facilitator
(504) 527-0368

Requirements of This Job

Academic Credentials Required
Certificate of achievement

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Uniform

Job Information

Wages
$3.65 per hour

Benefits
Paid sick days
FICA
Worker's compensation

Work Schedule
Seasonal status
2-6 days a week, 5-8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Greenhouse

Probationary Period
None

Employment History
1 year with company
1 year in this position

Narrative Description
Plant installation and maintenance - janitorial work.

Physical Demands
100% medium work

Physical Activities Performed
Push, pull, reach, climb, stoop, kneel, crouch, turn, see, hear, finger dexterity

Environmental Conditions
Hot, humid, wet, dirt

Special Conditions
Flexibility to move in work place

Work Group
Works alone and in small group

Standard Training Period
6 hours

Standard Amount of Direct Supervision
Minimal

Greenhouse Technician	Mental Retardation - Moderate

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Evaluate for accuracy and completeness

Computer Tasks
- None

Mathematical Tasks
- Understand order (e.g., first, second, last)

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Stay on the topic in job-related conversations

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Reading, writing, spelling, mathematics, remembering, following spoken directions, following written directions, amount of directions given

Special Training
- Job coach provided special training on a daily basis (25 hours total).

Job Accommodations
- A job coach was provided for additional support and training.

Personal Strengths
- Flexibility
- Personality
- Willingness to do what is required

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Supported employment procedures

Grill Cook	Mental Retardation

D.O.T. #313.361-022

Company Information

Company Name
Friendly's Restaurant
West Farms Mall
West Hartford, CT 06107

Description of Company
Fast food restaurant - service for tables and counter providing small meals, ice cream-based desserts, etc.

Number of Employees
50 this site

For more information, contact
Sally Bird
Job Seeking Skills/Placement Staff
Telephone number not provided

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Some type of food training preferred

Examinations Required
None

Other Job Requirements
Uniform

Job Information

Wages
Information not provided

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
Hours vary

Work Setting
Restaurant

Probationary Period
30 days

Employment History
Information not provided

Narrative Description
Grill assistant promoted to Grill Cook. Employee sets up plates for orders; cooks food from orders given by waitresses; sets food on plate in attractive manner, and cleans grill and keeps area clean.

Physical Demands
10% sedentary, 80% light work, 10% medium work

Physical Activities Performed
Push, pull, reach, turn, see, color vision, depth perception, hear, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
Dry, noise, inadequate ventilation, mechanical hazards, cramped quarters, burns

Special Conditions
Distracting conditions
High level of stress

Work Group
Small group

Standard Training Period
5 days

Standard Amount of Direct Supervision
Moderate

Grill Cook	Mental Retardation

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Evaluate for accuracy and completeness
- Correct deficiencies

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Estimate quantities needed to do a job

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read handwritten orders

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Operate machine(s) (put blades in for specific process)
- Set up machine(s)
- Operate job-related power tool(s)

Special Considerations for This Worker

Limitations
- Interactions with coworkers, remembering, speaking, speed and reasoning, psychiatric concerns

Special Training
- The employee and job coach provided the initial week of special training.
- The Transitional Employment Program provided 30 days of special training after which the employee entered permanent employment.

Job Accommodations
- Job placement and followup services were provided by Easter Seal Agency.
- The Capital Region Mental Health Center provide counseling and support to the employee.

Personal Strengths
- Attendance
- Punctual
- Physical endurance

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Other Job Replication Factors
- Awareness and involvement with transitional employment programs.

Houseperson

Mental Retardation

D.O.T. #323.687-014

Company Information

Company Name
Hyatt Regency Phoenix
122 North 2nd Street
Phoenix, AZ 85004

Description of Company
Hotel providing hospitality service to guests, including food functions, lodging, and meeting facilities.

Number of Employees
500 this site

For more information, contact
Barbara Buhrow
Assistant Personnel Director
(602) 252-1234

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Age 16 minimum

Job Information

Wages
$3.35 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Hotel

Probationary Period
90 days

Employment History
4 years with company
1 year in this position

Narrative Description
Sweeps and mops rear stairwells; wipes handrails. Beginning to train in lockerroom clean-up (picks up trash/towels) and dustmopping basement hallways.

Physical Demands
25% light work, 75% medium work

Physical Activities Performed
Push, reach, climb, stoop, turn, see, depth perception, hear, finger dexterity

Environmental Conditions
Dry, dust, dirt

Special Conditions
None

Work Group
Works alone, one-to-one

Standard Training Period
Approximately 7 days

Standard Amount of Direct Supervision
Minimal

Houseperson	Mental Retardation

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work

Computer Tasks
- None

Mathematical Tasks
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Retain numbers and areas where employee left off (even after a couple of days off)

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Stay on the topic in job-related conversations
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Reading, writing, spelling, mathematics (all as related to mental retardation)

Special Training
- None

Job Accommodations
- Placement and follow-up services through rehabilitation program.

Personal Strengths
- Remembers job tasks
- Works on own
- Knows work schedule
- Good attendance record

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Housing Attendant Coordinator

Physical Handicap

D.O.T. #309.354.010

Company Information

Company Name
Dayle McIntosh Center for the Disabled
8100 Garden Grove Blvd., #2
Garden Grove, CA 92644

Description of Company
Independent living center for disabled.

Number of Employees
28 total company
24 this site

For more information, contact
Paula Margeson
Deputy Director Programs
(714) 898-9571

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$1,161.32 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
9:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
6 months

Employment History
8 months with company
8 months in this position

Narrative Description
Assists handicapped clients with their housing and/or attendant care needs.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, turn, see, hear, finger dexterity, maneuver wheelchair

Environmental Conditions
None

Special Conditions
None

Work Group
One-to-one

Standard Training Period
2 days

Standard Amount of Direct Supervision
Minimal

Housing Attendant Coordinator	Physical Handicap

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Obtain resources needed to carry out work
- Collect and organize information
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+,-,x,/)

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

Reading Tasks
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Hand work

Special Considerations for This Worker

Limitations
- Spelling, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, chronic pain

Special Training
- None

Job Accommodations
- None

Personal Strengths
- Attitude
- Personal experience
- Organizational skills

Financial Incentives for Hiring
- Job Training Partnership Act

Other Job Replication Factors
- Be flexible with the disabled person's needs.

Human Resource Consultant/Counselor

Hearing Impairment

D.O.T. #045.107-010

Company Information

Company Name
Center on Deafness
2250 Eaton Street
Edgewater, CO 80214

Description of Company
Human service agency providing services to the hearing impaired community.

Number of Employees
20 total company
20 this site

For more information, contact
Dale Dangremond, Executive Director
(303) 235-0015 (U/TDD)

Requirements of This Job

Academic Credentials Required
Master's degree

Work Experience Required
Work with hearing impaired population and rehabilitation.

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$2,000 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
6 months

Employment History
1 year with company
1 year in this position

Narrative Description
Act as a counselor, vocational evaluator, and case manager for hearing impaired clients served by the agency.

Physical Demands
75% sedentary, 25% light work

Physical Activities Performed
Stoop, kneel, sit, turn, see, finger dexterity

Environmental Conditions
None

Special Conditions
High level of stress

Work Group
Small group

Standard Training Period
1 month

Standard Amount of Direct Supervision
Minimal

Human Resource Consultant/Counselor	Hearing Impairment

Significant Duties

Leadership/Administrative/Managerial
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Obtain resources needed to carry out work
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Prepare budgets

Writing Tasks
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Construct, fabricate or assemble materials
- Use keyboard skills
- Develop visual presentations

Special Considerations for This Worker

Limitations
- Writing, hearing, speaking

Special Training
- None

Job Accommodations
- Full time Telecommunications Devices for the Deaf (TDD's) and interpreters provided for communications. ($16,000/year interpreter; $300/TDD).

Personal Strengths
- Intelligent
- Interrelates with coworkers/professionals
- Represents self in a professional manner

Financial Incentives for Hiring
- None

Inspector	Epilepsy

D.O.T. #726.381-010

Company Information

Company Name
Digital Equipment Corporation
5600 Kircher Blvd. Northeast
Albuquerque, NM 87103

Description of Company
Production of printed circuit boards.

Number of Employees
Approximately 80,000 total company
Approximately 475 this site

For more information, contact
Brenda Lulford, Supervisor
(505) 345-3311 ext. 2143

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Preferred with performance standard

Examinations Required
None

Other Job Requirements
Dress code

Job Information

Wages
$7.07 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Factory

Probationary Period
6 months

Employment History
9 years with company
6 months in this position

Narrative Description
Perform to standard company inspection of modules. Unwraps modules and prepares for baking. Puts connectors on modules and builds connectors.

Physical Demands
95% sedentary, 5% light work

Physical Activities Performed
Push, pull, reach, balance, sit, turn, see, color vision, hear, finger dexterity

Environmental Conditions
Noise

Special Conditions
High rate of production
Precision/quality
Distracting conditions
High level of stress

Work Group
Works alone, one-to-one, and in large group

Standard Training Period
40 hours

Standard Amount of Direct Supervision
Minimal

Inspector	Epilepsy

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables

Writing Tasks
- Copy accurately
- Write legibly

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Operate machine(s)
- Operate job-related power tool(s)

Special Considerations for This Worker

Limitations
- Low frustration tolerance, acceptance of supervision, interactions with coworkers, standing, walking, remembering, following spoken directions, seizure disorder.

Special Training
- Periodically, supervisors and coworkers repeat instructions, as necessary.

Job Accommodations
- Coworkers available to help and call the nurse for seizure precaution.
- A special chair with arms and a seatbelt is being considered for this employee.
- Family drives employee to work due to medical limitation.

Personal Strengths
- Attendance
- Willingness to try
- Determination

Financial Incentives for Hiring
- None

Janitor/Maintenance

Multiple Handicaps - Mental Retardation, Physical Handicap

D.O.T. #381.687-014

Company Information

Company Name
North Mall Associates
351 Loucks Road
York, PA 17404

Description of Company
Owner/Manager of enclosed shopping center. Total area 46 acres - 308,627 square feet.

Number of Employees
8 total company
8 this site

For more information, contact
Lucinda K. Hart, Mall Manager
(717) 848-6136

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Janitorial or some type of training preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$3.45 per hour

Benefits
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting
Shopping mall

Probationary Period
30 days

Employment History
10 months with company
10 months in this position

Narrative Description
General building janitorial work - vacuuming, cleaning and stocking bathrooms, keeping mall clean, cleaning outside perimeter, opening and closing of mall security system, and some light duty maintenance.

Physical Demands
25% sedentary, 25% light work, 50% medium work

Physical Activities Performed
Push, pull, reach, stoop, kneel, turn, see, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions
Dirt, odors, noise, moving objects

Special Conditions
None

Work Group
One-to-one

Standard Training Period
7 days

Standard Amount of Direct Supervision
Minimal

Janitor/Maintenance	Multiple Handicaps - Mental Retardation, Physical Handicaps

Significant Duties

Leadership/Administrative/Managerial
- Implement company policies

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Report accurately what others have said
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Operate job-related power tool(s)

Other Significant Duties or Job Features
- Must open and close the mall's security system.

Special Considerations for This Worker

Limitations
- Heights, lifting, carrying, following written directions, cannot work outside because of sensitivity to sunlight, walking (wears special shoes)

Special Training
- None

Job Accommodations
- Co-workers are more patient in response to this worker's inquisitiveness. Co-workers perform duties employee cannot perform, e.g., changing light bulbs (because of problems with heights). Employee allowed to rest often to accommodate physical disability.

Personal Strengths
- Follows directions
- Uses common sense
- Is on time and dependable

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Other Job Replication Factors
- Understanding and patience

Job Placement Coordinator	Polio - Leg Impairment

D.O.T. #166.267-034

Company Information

Company Name
Mainstream, Inc. Project LINK
2121 San Jacinto, Suite 855
Dallas, TX 75201

Description of Company
Free employment service to disabled persons

Number of Employees
13 total company
4 this site

For more information, contact
Larry Underwood, Regional Manager
(214) 969-0118

Requirements of This Job

Academic Credentials Required
Bachelor's degree

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$1500 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 7 hours a day
8:30 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
90 days

Employment History
11 months with company
3 months in this position

Narrative Description
Assists about 6 clients per week (300+ per year) in their job search; conducts extensive telephone work; leads job clubs every other week for 3 hours per session; logs referrals, placements, returns, etc.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, turn, see

Environmental Conditions
None

Special Conditions
High level of stress

Work Group
Small group

Standard Training Period
90 days

Standard Amount of Direct Supervision
Minimal

89

Job Placement Coordinator	Polio - Leg Impairment

Significant Duties

Leadership/Administrative/Managerial
- Implement company policies
- Represent the company at internal functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or qualtiy of materials
- Collect and organize information
- Analyze and synthesize information
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Access data from computers

Mathematical Tasks
- None

Writing Tasks
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing

Reading Tasks
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- None

Special Considerations for This Worker

Limitations
- Carrying, balancing, standing, walking, climbing, kneeling, squatting, bending

Special Training
- None

Job Accommodations
- Office moved to floor with an accessible bathroom.

Personal Strengths
- Listening skills - hearing what clients are/aren't saying
- Teamwork skills - helping meet needs of other staff
- Organizational skills - organizing and time management

Financial Incentives for Hiring
- None

Laborer in Returned Merchandise

Learning Disability

D.O.T. #790.687-026

Company Information

Company Name
House of Windsor
Orchard Road
Yoe, PA 17313

Description of Company
Cigar, chewing tobacco, and smoking tobacco manufacturer

Number of Employees
200 total company
200 this site

For more information, contact
Brian J. Hershner
Plant Superintendent
(717) 244-4501

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Age 18 minimum

Job Information

Wages
$4.25 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
6:00 a.m. to 2:30 p.m.

Work Setting
Factory

Probationary Period
30 days

Employment History
60-90 days with company
60-90 days in this position

Narrative Description
Employee opens returned smoking tobacco and empties contents into various tubs for reconditioning.

Physical Demands
90% sedentary, 10% light work

Physical Activities Performed
Push, pull, reach, stoop, sit, turn, see, finger dexterity

Environmental Conditions
Dust, dirt

Special Conditions
None

Work Group
Small group

Standard Training Period
8 hours

Standard Amount of Direct Supervision
Minimal

Laborer in Returned Merchandise	Learning Disability

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
None

Computer Tasks
None

Mathematical Tasks
Understand concepts of greater than and less than

Writing Tasks
None

Reading Tasks
Identify work-related symbols/signs

Communication Tasks
None

Manual Perceptual Tasks
Hand work

Special Considerations for This Worker

Limitations
Slow learner

Special Training
None

Job Accommodations
None

Personal Strengths
Works with others
Attendance
Interest in the job

Financial Incentives for Hiring
None

Live-in-Companion/Helper

Mental Illness - Schizophrenia (Chronic Undifferentiated Type)

JOBS

D.O.T. #309.677-010

Company Information

Company Name
Self-employed in a private home in Hot Springs, AR

Description of Company
Provides assistance to a homebound individual who is physically handicapped.

Number of Employees
1 total company

For more information, contact
Wanda Harris, Program Coordinator
(501) 624-6329

Requirements of This Job

Academic Credentials Required
General knowledge of household duties and personal hygiene

Work Experience Required
Worked as live-in companion in other private homes

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
Information not provided

Benefits
Meals/lodging/residential living costs

Work Schedule
Permanent status
7 days a week, 24 hours a day

Work Setting
Private home

Probationary Period
1 week

Employment History
Approximately 1 year with company
Approximately 1 year ir this position

Narrative Description
Live-in companion performing general household duties, including personal hygiene, bathing, etc.

Physical Demands
80% sedentary, 20% light work

Physical Activities Performed
Push, pull, reach, stoop, kneel, sit, turn, see, color vision, hear, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
One-to-one

Standard Training Period
Learned skills

Standard Amount of Direct Supervision
Moderate

Live-in-Companion/Helper

Mental Illness - Schizophrenia (Chronic Undifferentiated Type)

Significant Duties

Leadership/Administrative/Managerial
- Suggestions and help as told

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)

Writing Tasks
- Copy accurately
- Write legibly

Reading Tasks
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment (household equipment/ cleaning supplies)
- Operate machine(s) (vacuum)

Special Considerations for This Worker

Limitations
- Acceptance of supervision, interaction with employer, remembering

Special Training
- None

Job Accommodations
- Transportation provided as necessary by Small Group Work Therapy staff for appointments.
- Counseling as necessary by Small Group Work Therapy Staff for support and assistance.

Personal Strengths
- Strong personality
- Determination to make the job a success
- Reliable

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Education about disabilities (mental or physical illness); understanding and consideration.

Machine Operator

Emotional Problems, Alcoholism

D.O.T. #680.686-018

Company Information

Company Name
Fibre Processing
Grienier Field
Manchester, NH

Description of Company
Reprocessing plant - wool garments and scraps are shredded into fibers for reuse.

Number of Employees
15 total company

For more information, contact
Jim Brown, Plant Manager
(603) 669-1520

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Able and willing to operate machinery preferred.

Examinations Required
None

Other Job Requirements
Age 18 minimum, driver's license, own vehicle

Job Information

Wages
$5.00 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting
Cloth reprocessing

Probationary Period
30 days

Employment History
5 months with company
5 months in this position

Narrative Description
Operates machine that shreds and grinds cloth into fibers.

Physical Demands
10% sedentary, 50% light work, 40% medium work

Physical Activities Performed
Push, pull, reach, turn, see, finger dexterity

Environmental Conditions
Dust, dirt, noise

Special Conditions
None

Work Group
Works alone

Standard Training Period
1 month

Standard Amount of Direct Supervision
Minimal

Machine Operator	Emotional Problems, Alcoholism

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence

Computer Tasks
None

Mathematical Tasks
None

Writing Tasks
None

Reading Tasks
Identify work-related symbols/signs

Communication Tasks
Listen
Follow intent of oral directions

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Operate machine(s) (shredder/grinder)

Special Considerations for This Worker

Limitations
Interactions with coworkers, anxiety, low stress tolerance

Special Training
None

Job Accommodations
Agency initiated placement plan, job seeking skills, and job development to accommodate employee's history of emotional problems and not working for 13 years.
Employer preferred training employee. Supervisor and placement staff conversed regularly as to employee's progress. Employer maintained high profile and support during transition.
Employee met with staff at least once per week for support and counseling to discuss work and transition.

Personal Strengths
Wants to work
Dependable
Not fearful of machinery

Financial Incentives for Hiring
None

Machine Operator

Mental Retardation - Mild

D.O.T. #619.685-062

Company Information

Company Name
Name not provided
Walnut Street
Reading, PA 19601

Description of Company
Manufactures brushes used primarily in custodial industry.

Number of Employees
50 total company

For more information, contact
Susan Borchers, Area Manager
(215) 375-2157

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Age 18 minimum

Job Information

Wages
$4.25 per hour
$5.25 per hour upon completion of probationary period

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:45 p.m.

Work Setting
Factory

Probationary Period
3 months

Employment History
2.5 months with company
2.5 months in this position

Narrative Description
Wooden brush base is placed on machine and secured. Machine automatically punches holes in the base and stops automatically. The completed brush base is placed into another section of machine which inserts bristles into holes and simultaneously places another base in the machine to be punched.

Physical Demands
100% medium work

Physical Activities Performed
Push, pull, reach, stoop, turn, see, depth perception, sense of touch, finger dexterity

Environmental Conditions
Hot, dust, dirt, noise, mechanical hazards, moving objects

Special Conditions
High rate of production
High level of stress

Work Group
Works alone

Standard Training Period
5 days

Standard Amount of Direct Supervision
Minimal

Machine Operator	Mental Retardation - Mild

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials

Computer Tasks
- None

Mathematical Tasks
- Understand order (e.g., first, second, last)

Writing Tasks
- None

Reading Tasks
- None

Communication Tasks
- None

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)

Special Considerations for This Worker

Limitations
- Interactions with coworkers, reading, writing, spelling, mathematics (related to disability), following written directions

Special Training
- On site trainers from the AHEDD agency provided 2 days of special training to assist in increasing production. The employee was retained after the special training.

Job Accommodations
- AHEDD agency counselor provided support through on site visits and home phone calls to accommodate employee's insecurity.
- On-site trainer provided step saving tips to help employee to dramatically increase production level and complete job tasks simultaneously.

Personal Strengths
- Stamina
- Maintains interest in spite of monotony
- Dexterity and coordination

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Patience and understanding!!
- Willingness to give someone a chance.
- Keep an open mind.

Machinist

Hearing & Speech Impairment

D.O.T. #652.382-010

Company Information

Company Name
Martin Marietta Energy Systems
P.O. Box X
Oak Ridge, TN 37831

Description of Company
A research and development multi-program institution whose principal goal is the development of technologies for efficient production and use of energy

Number of Employees
16,000 this company
5,000 this site

For more information, contact
Rebecca Jackson
Affirmative Action Coordinator
(615) 574-2231

Requirements of This Job

Academic Credentials Required
Machinist Training

Work Experience Required
15 months mimimum

Examinations Required
Physical
Vision

Other Job Requirements
None

Job Information

Wages
$13.00 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting
Factory

Probationary Period
90 days

Employment History
5 years with company
5 years in this position

Narrative Description
Fabrication of parts from print machining.

Physical Demands
100% light work

Physical Activities Performed
Push, pull, reach, see, finger dexterity

Environmental Conditions
Mechanical hazards
Moving objects

Special Conditions
Precision/quality

Work Group
Large group

Standard Training Period
None

Standard Amount of Direct Supervision
Moderate

Machinist	Hearing and Speech Impairment

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Evaluate for accuracy and completeness

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+, -, x, /)
- Make and use measurements

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- None

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)

Special Considerations for This Worker

Limitations
- Acceptance of supervision, interactions with coworkers, reading, writing, spelling, mathematics, vision, handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, hearing, speaking

Special Training
- Our personnel went to sign language school.

Job Accommodations
- Interpreter is used when required.
- Fixed day shift was scheduled to accomodate handicapping condition.

Personal Strengths
- Ability to follow written and sign language instructions.

Financial Incentives for Hiring
- None

Maintenance Worker

Learning Disability

D.O.T. #899.381-010

Company Information

Company Name
Water Street Pavilion
One Water Street
Flint, MI 48502

Description of Company
A festival market; fast food shops (22); main restaurants (2); general retail shops (18); and a food court.

Number of Employees
44 total company

For more information, contact
Bruce L. Croff
Director of Maintenance and Housekeeping
(313) 239-9000

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Age 16 minimum, on call, dress code

Job Information

Wages
$4.75 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Seasonal status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Shopping mall

Probationary Period
90 days

Employment History
18 months with company
18 months in this position

Narrative Description
Employee is on the maintenance staff. Duties include painting, dry wall, carpentry, plumbing, some electrical work and cleaning.

Physical Demands
50% sedentary, 25% light work, 25% medium work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, kneel, crouch, crawl, sit, turn, see, color vision, depth perception, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions
Hot, cold, humid, wet, dust, dirt, mechanical hazards, high places, electrical hazards

Special Conditions
Distracting conditions

Work Group
Works alone and in small group

Standard Training Period
30 days

Standard Amount of Direct Supervision
Moderate

Maintenance Worker	Learning Disability

Significant Duties

Leadership/Administrative/Managerial
- Represent the company at internal functions

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Identify alternative approaches or solutions
- Evaluate for accuracy and completeness
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Make and use measurements

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment (carpentry, electrical, and plumbing and maintenance hand tools)
- Tend machine(s) (saws and drill press)
- Operate machine(s) (saws and drill press)
- Set up machine(s)
- Operate job-specific power tool(s) (saws, drills, grinders, power washer)

Special Considerations for This Worker

Limitations
- Acceptance of supervision, reading, writing, spelling

Special Training
- None

Job Accommodations
- None

Personal Strengths
- Completes jobs as requested
- Will find work on own to keep busy
- Will work any time when called

Financial Incentives for Hiring
- None

Maintenance Worker

Mental Retardation

D.O.T. #381.687-014

Company Information

Company Name
Self Service Gas Stations
Salt Lake City, UT

Description of Company
Chain of self-service gasoline stations.

Number of Employees
33 total company

For more information, contact
Barrie Nielson
Division of Vocational
Rehabilitation Specialist
Telephone number not provided

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Preferred

Examinations Required
None

Other Job Requirements
Uniform

Job Information

Wages
$4.00 per hour

Benefits
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 6.5 hours a day
8:00 a.m. to 3:00 p.m.

Work Setting
Service stations

Probationary Period
None

Employment History
6 months with company
6 months in this position

Narrative Description
Employee sweeps and washes the pavements, cleans restrooms, windows, etc. Works at different gas stations each day.

Physical Demands
100% medium work

Physical Activities Performed
Push, pull, reach, stoop, kneel, crouch, see, hear, finger dexterity

Environmental Conditions
Hot, cold, noise

Special Conditions
None

Work Group
Works alone

Standard Training Period
1 month

Standard Amount of Direct Supervision
Moderate

Maintenance Worker	Mental Retardation

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials

Computer Tasks
- None

Mathematical Tasks
- None

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment (maintenance and janitorial tools and equipment)

Special Considerations for This Worker

Limitations
- Reading, writing, spelling, mathematics, following written directions

Special Training
- A job coach provided 100% of the initial special training. The employee entered permanent employment upon completion of the special training.

Job Accommodations
- Agency provided placement and job training and additional supervision to learn the job.

Personal Strengths
- Eye-hand coordination
- Proper dress and grooming
- Keeps busy

Financial Incentives for Hiring
- None

Manufacturing Clerk

Stuttering

D.O.T. #222.387-058

Company Information

Company Name
Diversified Products
P.O. Box 100
Opelika, AL 36801

Description of Company
Manufacture and distribute physical fitness equipment and related products.

Number of Employees
Approximately 2500 total company
Approximately 2000 this site

For more information, contact
Aimee B. Sikes, Personnel Assistant
(205) 745-1375

Requirements of This Job

Academic Credentials Required
GED

Work Experience Required
Prefer sufficient experience to show responsiblity for attending regularly, etc.

Examinations Required
Physical

Other Job Requirements
18 years of age minimum
Driver's license

Job Information

Wages
$7.06 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance
Credit Union
Legal Assistance
Profit Sharing

Work Schedule
Permanent status
5-6 days a week, 8 hours a day

Work Setting
Factory, office

Probationary Period
3 months

Employment History
5 years with company
4.5 years in this position

Narrative Description
Inventory and disburse manufacturing supplies. Pick up and deliver from vendors in emergency situations. Relate to people inside and outside the company.

Physical Demands
100% medium work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, crouch, sit, turn, see, color vision, depth perception

Environmental Conditions
None

Special Conditions
Precision/quality
Distracting conditions

Work Group
One-to-one

Standard Training Period
3 months

Standard Amount of Direct Supervision
Minimal

Manufacturing Clerk	Stuttering

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Evaluate for accuracy and completeness

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Report accurately what others have said
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Construct, fabricate or assemble materials

Special Considerations for This Worker

Limitations
- Speaking

Special Training
- None

Job Accommodations
- Because people find employee hard to understand, employee made several calling cards which say, "I am a stutterer - please be patient," to accommodate communication with others.

Personal Strengths
- Analyze pressure points in a situation
- Patience with employees served
- Hold firm in disagreements

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Allow the employee to prove self. Initially, this placement seemed a poor idea. However, employee's fine attitude and independent spirit helped overcome any obstacles that have surfaced. Employee handles hecklers firmly but patiently.

Masonry Fill Bagger

Mental Retardation (Down Syndrome)

D.O.T. #920.587-018

Company Information

Company Name
Plymouth Foam Products
1000 Sunset Drive
Plymouth, WI 53073

Description of Company
Expanded polystyrene insulation and packaging products.

Number of Employees
25 total company
25 this site

For more information, contact
Paul J. Schwaller, Sales
(414) 893-0535

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$3.50 per hour

Benefits
Paid vacation
Paid holidays
Pension
Life insurance

Work Schedule
Permanent status
5-6 days a week, 8-9.5 hours a day
7:00 a.m. to 5:00 p.m.

Work Setting
Factory

Probationary Period
Yes

Employment History
14 months with company
14 months in this position

Narrative Description
Employee fills 5'3" bags with ground expanded polystyrene, ties top of bag closed, stacks bags on pile (60-80 bags/hour). Other duties include general clean up and floor sweeping throughout plant.

Physical Demands
98% medium work, 2% heavy work

Physical Activities Performed
Turn, see, depth perception, hear, sense of touch, finger dexterity

Environmental Conditions
Dust, cramped quarters

Special Conditions
None

Work Group
Works alone

Standard Training Period
2 hours

Standard Amount of Direct Supervision
Minimal

107

Masonry Fill Bagger	Mental Retardation (Down Syndrome)

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence

Computer Tasks
- None

Mathematical Tasks
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Low frustration tolerance, acceptance of supervision, interactions with co-workers, requires constant supervision, reading, writing, spelling, mathematics, remembering, hearing, following spoken directions, lifting, carrying, limited stamina

Special Training
- Placement officer provides weekly special training in system setup, eye-hand coordination, and timing requirements (using watch or time-keeping device). If successful, worker will be offered permanent employment.

Job Accommodations
- Special time is allocated to monitor performance because this worker requires constant supervision.

Personal Strengths
- Self motivation
- Performs simple repetitive tasks with hand coordination
- Self discipline and understanding of rate and production

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Other Job Replication Factors
- The placement agency helped by determining which (if any) individual would be self-paced and self-motivated on a very repetitious job.

Master Control Room Operator, TV

Paraplegia

D.O.T. #184.167-030

Company Information

Company Name
Ozark Public Telecommunications, Inc.
1101 N. Summit
Springfield, MO 65802

Description of Company
Communication
Public television station

Number of Employees
23 total company
5 this site

For more information, contact
Clay Henshaw
Master Control Room Operator
(417) 865-2100 or 883-8871

Requirements of This Job

Academic Credentials Required
GED
Federal Communications Commission License

Work Experience Required
Control room operation, one year

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
Information not provided

Benefits
Paid vacation
Paid holidays
Paid sick days
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:00 p.m.

Work Setting
Control room - TV station

Probationary Period
90 days

Employment History
11 years with company
11 years in this position

Narrative Description
Coordinates audio/visual TV programming, sets up video tapes and slides and makes station breaks. Responsible for on-air programming. Operates master control room switcher for on-air programming.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, see, color vision, finger dexterity

Environmental Conditions
Electrical hazards

Special Conditions
Precision/quality
Distracting conditions
High level of stress

Work Group
Works alone

Standard Training Period
6 months

Standard Amount of Direct Supervision
Minimal

Master Control Room Operator, TV	Paraplegia

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Analyze and synthesize information
- Identify alternative approaches/ solutions
- Correct deficiencies
- Summarize and draw conclusions

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Have to tell times, interpret program lengths/times

Writing Tasks
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Stay on the topic in job-related conversations
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Hand work
- Use job-specific hand tools and equipment
- Tend machines
- Operate machine(s) (typewriter)
- Set up machines(s)
- Use keyboard skills
- Operating switcher requires Eye-hand coordination

Special Considerations for This Worker

Limitations
- Standing, walking, climbing, kneeling, squatting, bending

Special Training
- None

Job Accommodations
- Removed partitions to make bathroom accessible.
- Installed ramp to make control room accessible ($75.00).

Personal Strengths
- Stamina to work under pressure
- Concentration
- Manual dexterity

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Control room design needs to be open for wheelchair access - recommend use of Building Officials and Code Administrators International standards

Nurse's Aide	Slow Learner

D.O.T. #355.674-014

Company Information

Company Name
Chicora Medical Center
Box Q
Chicora, PA 16025

Description of Company
Skilled and intermediate care nursing home.

Number of Employees
75 total company
75 this site

For more information, contact
Hazel Mourer, DON
(412) 445-2000

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
Physical

Other Job Requirements
Age 16 minimum
Uniform
Dress code

Job Information

Wages
$4.78 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00-4:00, 4:00-12:00, 12:00-8:00
Rotating shifts if needed

Work Setting
Skilled and intermediate nursing facility

Probationary Period
Yes

Employment History
4 years with company
4 years in this position

Narrative Description
Performs routine duties to assist professional nursing staff.

Physical Demands
25% light work, 70% medium work, 5% heavy work

Physical Activities Performed
Push, pull, reach, stoop, kneel, sit, turn, see, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Small group

Standard Training Period
10 days

Standard Amount of Direct Supervision
Moderate - under close and constant supervision of professional, licensed nurses.

Nurse's Aide	Slow Learner

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work

Computer Tasks
- None

Mathematical Tasks
- None

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Acceptance of supervision

Special Training
- Supervisor provided extensive, repetitive training.

Job Accommodations
- None

Personal Strengths
- Can be very personable
- Has a lot of energy
- Is always neat and has a smile

Financial Incentives for Hiring
- None

Occupational Therapist

Absence of Left Forearm - Congenital

D.O.T. #076.121-010

Company Information

Company Name
Crippled Children's Hospital and School
2501 W. 26 St.
Sioux Falls, SD 57105

Description of Company
Therapy and Education for handicapped children

Number of Employees
200 total company
200 this site

For more information, contact
Harvey Vogel, Director
Evaluation and Planning for Infants and Children
(605) 336-1840

Requirements of This Job

Academic Credentials Required
Bachelor's degree
Occupational Therapist Registered certificate

Work Experience Required
Experience in pediatric occupational therapy preferred.

Examinations Required
Physical

Other Job Requirements
Driver's license
Dress code

Job Information

Wages
Salaried - information not provided

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Hospital/school/recreational areas

Probationary Period
None

Employment History
1 year with company
1 year in this position

Narrative Description
Provides services at the hospital - school through outreach and home program presentations. Provides in-service training for medical students. Plans, organizes, directs, and implements occupational therapy programs designed to meet individual needs. Uses a trans-disciplinary approach.

Physical Demands
75% sedentary, 25% light work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, kneel, sit, see, color vision, depth perception, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
Travel; rural driving, often in inclement weather

Work Group
Small group

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal

Occupational Therapist	Absence of Left Forearm - Congenital

Significant Duties

Leadership/Administrative/Managerial
- Implement company policies
- Represent the company at internal functions
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches/ solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Make and use measurements
- Use formulas

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Develop visual presentations

Special Considerations for This Worker

Limitations
- Minimal problem due to use of prothesis in carrying, lifting, reaching, grasping, handling, fingering, pushing pulling, feeling/sensory

Special Training
- None

Job Accommodations
- None

Personal Strengths
- Cheerfulness
- Willingness
- Hard work

Financial Incentives for Hiring
- None

Occupational Therapist

Paraplegia

Company Information

Company Name
St. Joseph's Hospital and Health Center
30 West Seventh Street
Dickinson, ND 58601

Description of Company
Acute care hospital with inpatient alcohol and other drug abuse unit and inpatient psychiatric unit.

Number of Employees
304 total company
304 this site

For more information, contact
Jim Diemert
Director of Rehabilitation
(701) 225-7387

Requirements of This Job

Academic Credentials Required
Bachelor's degree
American Occupational Therapy Association certification
North Dakota license

Work Experience Required
Psychiatric and alcohol and drug training preferred (2-3 years).

Examinations Required
Physical

Other Job Requirements
None

Job Information

Wages
$1958 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
3 months

Employment History
6 years with company
6 years in this position

Narrative Description
Employee provides group and individual therapy on goals such as self esteem, assertiveness, sexuality, anger, goal setting, responsibility.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
Dust, dirt, odors, noise, inadequate ventilation, mechanical hazards, moving objects

Special Conditions
High level of stress (deadlines, etc.)

Work Group
One-to-one, small and large groups

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal

Occupational Therapist

Paraplegia

Significant Duties

Leadership/Administrative/Managerial
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets

Writing Tasks
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tool(s)
- Use keyboard skills
- Develop visual presentations

Special Considerations for This Worker

Limitations
Lifting, carrying, standing, walking, kneeling, squatting

Special Training
None

Job Accommodations
Employer remodeled confined areas to accommodate wheelchair ($5,000); built ramps and designated a few parking spaces ($1,000).

Personal Strengths
Enthusiasm
Intellectual skills
Analytical skills

Financial Incentives for Hiring
None

Other Job Replication Factors
It was really very easy - things the hospital did should have been done anyway.

JOBS

Office Assistant

Autism

D.O.T. #239.567-010

Company Information

Company Name
Jefferson Federation of Teachers
2617 Edenborn Ave.
Metairie, LA 70003

Description of Company
Union office for Jefferson Parish teachers

Number of Employees
10 this company
10 this site

For more information, contact
Michele Galjour
Employment Specialist
(504) 737-1475

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Job Information

Wages
$3.35 per hour

Benefits
None

Work Schedule
Seasonal status - during school year
3 days a week, hours vary
11:00 a.m. to 4:00 p.m.

Work Setting
Office

Probationary Period
None

Employment History
7 months with company
7 months in this position

Narrative Description
Light office duties - making copies, folding papers, preparing daily and bulk mailings.

Physical Demands
70% sedentary, 30% light work

Physical Activities Performed
Reach, stoop, kneel, sit, turn, see, hear, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
Works alone or in small group

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal

Office Assistant	Autism

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Correct deficiencies

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Estimate quantities needed to do a job

Writing Tasks
- None

Reading Tasks
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Operate machine(s)

Special Considerations for This Worker

Limitations
- Interactions with coworkers, reading, writing, spelling, mathematics, remembering, hearing, following spoken directions, following written directions.

Special Training
- Job coach provides ongoing training (e.g., adapt counting of packets to sets of 10).

Job Accommodations
- The special job was created for the student employee.
- Job coach taught employee to use copy machine and trained staff to do followup.
- Employment specialist provided extensive pedestrian safety training to enable employee to walk a quarter of a mile to work and cross a busy four-lane street.

Personal Strengths
- Consistency
- Perfect attendance

Financial Incentives for Hiring
- None

Other Job Replication Factors
- The job can easily be available to other special students through job accommodations.

JOBS

Owner/Manager

Quadraplegia C-4

D.O.T. #184.117-014

Company Information

Company Name
Handicabs of Maine, Inc.
9 Leeman Street
Portland, ME 04103

Description of Company
Wheelchair transporter service

Number of Employees
10 total company
10 this site

For more information, contact
M. S. Harmon, President
(207) 773-1844

Requirements of This Job

Academic Credentials Required
Bachelor's degree

Work Experience Required
None

Examinations Required
None

Other Job Requirements
On call, dress code

Job Information

Wages
$2,000 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule
Permanent status
6 days a week, 6 hours a day
11:00 a.m. to 5:00 p.m.

Work Setting
Office and outside sales calls

Probationary Period
None

Employment History
9 months with company
9 months in this position

Narrative Description
Owner and manager of small transportation business. Supervise all aspects of operation.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, see

Environmental Conditions
None

Special Conditions
High level of stress (deadlines etc.)

Work Group
Works alone, one-to-one, and in small and large groups

Standard Training Period
1 month

Standard Amount of Direct Supervision
None

Owner/Manager	Quadraplegia C-4

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing
- Subcontract writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Develop visual presentations

Computer Tasks
- Enter data into computers
- Access data from computers
- Perform word processing
- Write programs
- Perform systems analysis

Special Considerations for This Worker

Limitations

Low frustration tolerance, writing skills, feeling/sensory, handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina, cannot work alone, remembering

Special Training

None

Job Accommodations

Works p.m. schedule only.
Hired personal care attendant/coworkers for necessary care and work requirements.
Purchased telephone holder and phone equipment to accommodate communication needs.
Raised table to accommodate wheelchair.
Uses bulletin boards for papers.
Made building accessible.
Uses van with lift and driver.

Personal Strengths

Organization
Discipline
Persistence

Financial Incentives for Hiring

Tax advantages

Other Job Replication Factors

People who are disabled should not wait to be hired - start your own company. This is my second one.

Owner/Operator

Blindness - Legal

D.O.T. #529.137-042

Company Information

Company Name
William Don Boone
Route 2, Box 298
Spring Hope, NC 27882

Description of Company
Subcontractor providing chicken house, labor, and utilities to produce hatching eggs for broiler industry. Purchasing companies provide all other supplies.

Number of Employees
1 total company

For more information, contact
William Don Boone, Owner/Operator
(919) 853-2987

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
General farm work preferred (as much as possible)

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
Varies based on egg production

Benefits
None

Work Schedule
Permanent status
7 days a week, 5-15 hours a day
7:00 a.m. to 10:00 p.m.
(peak time based on production)

Work Setting
Farm

Probationary Period
None

Employment History
3 years with company
3 years in this position

Narrative Description
Maintains equipment. Gathers, cleans, and grades eggs (direct contact with the chickens).

Physical Demands
10% sedentary, 90% light work

Physical Activities Performed
Reach, balance, stoop, sit, turn, see, sense of touch, finger dexterity, a lot of walking

Environmental Conditions
Dust, odors, noise, mechanical hazards, moving objects

Special Conditions
Distracting conditions

Work Group
Works alone

Standard Training Period
2 months

Standard Amount of Direct Supervision
None

Owner/Operator	Blindness - Legal

Significant Duties

Leadership/Administrative/Managerial
- Implement company policies

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence

Computer Tasks
- None

Mathematical Tasks
- Count
- Use numerical values from charts, diagrams, tables

Writing Tasks
- Write legibly

Reading Tasks
- Read simple directions

Communication Tasks
- Listen
- Speak clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Interaction with coworkers, writing, vision

Special Training
- None

Job Accommodations
- Family assists with on-going need for transportation.
- Owner installed bathroom facility in chicken house ($35.00).

Personal Strengths
- Works long hours
- Strives to maintain acceptable quality level
- Enjoys work

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Provide a complete explanation of the job and sufficient time for employee to adapt.

Owner/Operator

Multihandicaps - Lower Leg Prosthesis, Heart Problem, Diabetes, Rheumatoid Arthritis, Ulcer

JOBS

D.O.T. #252.157-010

Company Information

Company Name
Industrial Travelodge
R.R. #2
Winthrop, IA 50682

Description of Company
Travel agency specializing in travelers age 55 and over.

Number of Employees
10 total company
2 this site

For more information, contact
N.M. Adams, Owner
(319) 934-3313-4

Requirements of This Job

Academic Credentials Required
Bachelor's degree
License

Work Experience Required
Required

Examinations Required
None

Other Job Requirements
Age, chauffeur's license, own vehicle, union membership, bondable, dress code

Job Information

Wages
Information not provided

Benefits
None

Work Schedule
Permanent status
7 days a week, 5 hours a day
5:00 p.m. to 10:00 p.m.

Work Setting
Farm

Probationary Period
None

Employment History
20 years with company
20 years in this position

Narrative Description
Boss and responsible for agency.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, see, hear, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
Months

Standard Amount of Direct Supervision
None

Owner/Operator	Multihandicaps - Lower Leg Prothesis, Heart Problem, Diabetes, Rheumatoid Arthritis, Ulcer

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tool(s)
- Use keyboard skills
- Develop visual presentations

Special Considerations for This Worker

Limitations
- Vision, standing, walking

Special Training
- None

Job Accommodations
- Total building accessibility required (one floor or elevator service).
- Use of accessible airplane and vehicles with automatic transmission to accommodate mobility needs.

Personal Strengths
- College education
- Veteran's status
- Good work history

Financial Incentives for Hiring
- None

JOBS

Owner/Operator

Quadraplegia

D.O.T. #160.167-010

Company Information

Company Name
Comprehensive Tax and Accounting
18 East Brandon Street
Sheppton, PA 18248

Description of Company
Service-accounting, taxes

Number of Employees
1 total company
1 this site

For more information, contact
H. Neil Pangrazzi, Owner
(717) 384-4974

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
Salaried - based on consumer demand

Benefits
None

Work Schedule
Permanent status
Varied work days and times

Work Setting
Office

Probationary Period
None

Employment History
10 years with company
10 years in this position

Narrative Description
Set up accounting systems for small businesses (in house). Provide financial statements, tax reporting, and planning.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, depth perception, hear, sense of touch

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
One-to-one

Standard Training Period
4 years

Standard Amount of Direct Supervision
None

Owner/Operator	Quadraplegia

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Use formulas (translating, substituting values)
- Prepare budgets

Writing Tasks
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Operate machine(s)
- Use keyboard skills
- Develop visual presentations

Computer Tasks
- Enter data into computers
- Access data from computers
- Perform word processing
- Write programs
- Perform systems analysis

Special Considerations for This Worker

Limitations
Feeling/sensory, handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina, chronic pain

Special Training
None

Job Accommodations
Uses hand splints for typing and writing.
Reorganized furniture and equipment for wheelchair accessibility.
Revamped building for wheelchair accessibility ($2,000).

Personal Strengths
Belief in God
Interpersonal relationships
Strong willingness to work with both

Financial Incentives for Hiring
None

Other Job Replication Factors
Transportation (public or private) should be considered and arranged unless employee can reach the office by wheelchair.

Pediatric Pulmonologist, Pediatrician Psychotherapist

Cerebral Palsy

D.O.T. #070.101-066

Company Information

Company Name
Mt. Sinai Hospital
15th and California
Chicago, IL 60638

Description of Company
Professional/Managerial
Education
Communication
Research
Processing
Service Pediatrics

Number of Employees
1725 total company
1725 this site

For more information, contact
Francis J. Duda, M.D.
(312) 284-2250

Requirements of This Job

Academic Credentials Required
License, M.D.

Work Experience Required
10 years

Examinations Required
Physical
Hearing
Vision

Other Job Requirements
Driver's License
Own vehicle
Uniform
Union membership
On call
Dress code

Job Information

Wages
Information not provided

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
6 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Hospital

Probationary Period
6 months

Employment History
5 years with company
5 years in this position

Narrative Description
Medical care for children and family

Physical Demands
50% sedentary, 40% light work, 10% medium work

Physical Activities Performed
Push, pull, reach, run, stoop, kneel, crouch, crawl, sit, turn, see, color vision, depth perception, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
Hot, cold, dry, dust, dirt, odors, noise, inadequate ventilation, mechanical hazards moving objects, burns, toxic conditions, contagious diseases

Special Conditions
High rate of production, precision/quality, distracting conditions, high level of stress

Work Group
Large group

Standard Amount of Direct Supervision
None

131

Pediatric Pulmonologist, Pediatrician Psychotherapist	Cerebral Palsy

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Identify alternative approaches/ solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Develop visual presentations

Special Considerations for This Worker

Limitations
None

Special Training
None

Job Accommodations
None

Personal Strengths
Dealing with sadness
Adaptable
Committed

Financial Incentives for Hiring
None

Other Job Replication Factors
Support for employment

JOBS

Photographer

Hearing Impairment

D.O.T. #143.062-030

Company Information

Company Name
Goddard Space Flight Center
Greenbelt, MD 20771

Description of Company
Scientific and technical research

Number of Employees
3660 this site

For more information, contact
Beverly Pair
Personnel Staff Specialist
(301) 344-5715

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Driver's license

Job Information

Wages
$10.80 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
2 years

Employment History
13.5 years with company
11 years in this position

Narrative Description
Employee is a full range photographer in scientific and technical areas; photographs construction sites, award ceremonies, passports, and portraits; develops film.

Physical Demands
50% sedentary
50% light work

Physical Activities Performed
Push, pull, reach, climb, stoop, sit, see, color vision, depth perception, finger dexterity

Environmental Conditions
Hot (in dark room), inadequate ventilation

Special Conditions
Precision/quality

Work Group
Works alone

Standard Training Period
365 days to cover full range of photography

Standard Amount of Direct Supervision
Minimum

Photographer

Hearing Impairment

Significant Duties

Leadership/Administrative/Managerial
- Supervise students

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job

Writing Tasks
- Copy accurately
- Write legibly
- Write sentences in standard English
- Organize, select, and relate ideas in writing

Reading Tasks
- Read simple directions

Communication Tasks
- Follow intent of oral directions
- Talk using sign language/low verbal skills

Manual Perceptual Tasks
- Hand work
- Use job-specific hand tools and equipment
- Develop film

Other Significant Duties or Job Features
- Use camera to photograph people, places, and buildings.

Special Considerations for This Worker

Limitations
- Total loss of hearing

Special Training
- None

Job Accommodations
- Employer provided a Telecommunications Device for the deaf to enable employee to use the phone ($250).

Personal Strengths
- Getting along with others

Financial Incentives for Hiring
- None

Plant Clean-up

Mental Illness - Bipolar

D.O.T. #382.664-010

Company Information

Company Name
Spokane Moulding Corporation
P.O. Box 2904
Spokane, WA 99220

Description of Company
Manufacturer of Wood Mouldings and wood parts.

Number of Employees
40 total company
40 this site

For more information, contact
Mike Dobler,
Evergreen Club
(509) 458-7458

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Any work experience preferred

Examinations Required
Hearing

Other Job Requirements
Age 18 minimum
On call

Job Information

Wages
$4.10 per hour

Benefits
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Part-time
5 days a week, 2.5 hours a day
2:30 p.m. to 5:00 p.m.

Work Setting
Factory

Probationary Period
None

Employment History
3 months with company
3 months in this position

Narrative Description
Clean-up sawdust residue around cutting machinery. Sweep lounge and warehouse areas. Turn off lights and machinery and close up plant.

Physical Demands
10% light work, 90% medium work

Physical Activities Performed
Push, pull, reach, stoop, kneel, crouch, turn, see, depth perception, hear, crawl

Environmental Conditions
Hot, cold, dry, dust, dirt, noise, mechanical hazards, moving objects, vibration

Special Conditions
None

Work Group
Works alone

Standard Training Period
10 hours

Standard Amount of Direct Supervision
Minimal

Plant Clean-up	Mental Illness - Bipolar

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Correct deficiencies
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- None

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Cannot work around operating machinery

Special Training
- Ten hours of special training was provided by Transitional Employment Program agency mental health worker.

Job Accommodations
- Support and training by mental health staff was provided for job reentry after hospitalization.

Personal Strengths
- Dependable
- Follows instructions
- Willing worker

Financial Incentives for Hiring
- None

Other Factors
- The Transitional Employment Program of Evergreen Club - Spokane Community Mental Health, assists us in training and backup for this position. We prefer to work with recovering mentally ill.

Product Assembler

Mental Retardation

D.O.T. #213.685-010

Company Information

Company Name
SoftCraft, Inc.
222 State Street
Madison, WI 53703

Description of Company
Developer/Publisher of computer software

Number of Employees
23 total company
16 this site

For more information, contact
R. Fenchel, Vice President
(608) 257-3300

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$4.00 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m to 5:00 p.m.

Work Setting
Office

Probationary Period
1 month

Employment History
2 years with company
2 years in this position

Narrative Description
Product assembly, diskette duplication and other related tasks.

Physical Demands
75% sedentary, 25% light work

Physical Activities Performed
Push, pull, reach, balance, stoop, kneel, crouch, sit, turn, see, color vision, hear, sense of touch, finger dexterity

Environmental Conditions
Hot

Special Conditions
None

Work Group
Works alone and in small group

Standard Training Period
No formal training period

Standard Amount of Direct Supervision
Minimal

Product Assembler	Mental Retardation

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies

Computer Tasks
- Diskette duplication

Mathematical Tasks
- Count
- Estimate quantities needed to do a job

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Use keyboard skills

Special Considerations for This Worker

Limitations
- Reading, writing, spelling

Special Training
- None

Job Accommodations
- None

Personal Strengths
- Conscientious
- Responsible
- Enjoys job/tasks

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Other Job Replication Factors
- The job is ideally suited to this employee who mastered the job. This job is insufficiently challenging for other employees.

Production Helper

Learning Disability

D.O.T. #920.587-018

Company Information

Company Name
Dawn's Foods, Inc.
1530 LaDawn Drive
Portage, WI 53901

Description of Company
Fresh salad and dessert producer - main product potato salad.

Number of Employees
50 total company
22 this site

For more information, contact
Terry Swan, Production Manager
(608) 742-2494

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Age 18 minimum

Job Information

Wages
$4.30 per hour

Benefits
Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 7-10 hours a day
6:00 a.m. to 1-3:00 p.m.

Work Setting
Factory

Probationary Period
None

Employment History
1 year with company
3 months in this position

Narrative Description
Lidding and boxing of finished products.

Physical Demands
25% light work, 75% medium work

Physical Activities Performed
Push, pull, reach, stoop, turn, see, hear, finger dexterity

Environmental Conditions
Humid, wet, noise, mechanical hazards, high places, burns

Special Conditions
High rate of production
Precision/quality
High level of stress (deadlines, etc.)

Work Group
Small group

Standard Training Period
2 days

Standard Amount of Direct Supervision
Minimal

Production Helper	Learning Disability

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Set up machine(s)

Special Considerations for This Worker

Limitations
- Mathematics, remembering, limited stamina, circulatory problems

Special Training
- A job coach from the Department of Vocational Rehabilitation provided initial job training for two days.

Job Accommodations
- None

Personal Strengths
- Attitude
- Reliability
- Responsive

Financial Incentives for Hiring
- Department of Vocational Rehabilitation
- On-the-Job Training

Other Job Replication Factors
- Learning that disabilities do not affect the employee as much as employers might expect.

Production Worker

Mental Handicap

D.O.T. #727.687-022

Company Information

Company Name
RAYOVAC Corporation
2851 Portage Rd.
Portage, WI 53901

Description of Company
Light manufacturing - button cell batteries

Number of Employees
261 this site

For more information, contact
Frank Graeber
Plant Personnel Manager
(608) 742-5373

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
Medical history is filled out

Other Job Requirements
Union membership

Job Information

Wages
$7.00 per hour

Benefits
Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting
Factory

Probationary Period
30 work days

Employment History
8 years with company
8 years in this position

Narrative Description
Production worker must perform a variety of jobs due to changing employment levels. Employee has worked at closing press, cell assembly, and packaging department.

Physical Demands
25% sedentary, 75% light work

Physical Activities Performed
Stoop, sit, finger dexterity, stand

Environmental Conditions
Noise

Special Conditions
High rate of production
Precision/quality

Work Group
Large group

Standard Training Period
30 days

Standard Amount of Direct Supervision
Minimal

Production Worker	Mental Handicap

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize the effects of changing quantity or quality of materials
- Correct deficiencies

Computer Tasks
- None

Mathematical Tasks
- Count

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

Manual Perceptual Tasks
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Operate machine(s)

Special Considerations for This Worker

Limitations
- Cannot work alone

Special Training
- Employee entered permanent employment, received a wage increase and became a union member upon completion of the training.

Job Accommodations
- Employee must work under close supervision due to potential problems with co-workers. Employee counseled to only bid jobs requiring close supervision.

Personal Strengths
- Good attendance
- Normally keeps up with production
- Normally identifies quality defects

Financial Incentives for Hiring
- Unknown

Other Job Replication Factors
- Must stand, detect quality problems, and keep pace with a production process.

Professor and Chairman
Real Estate and
Urban Land Economics

Quadriplegia - polio

D.O.T. #090.167-010

Company Information

Company Name
University of Wisconsin-
School of Business
1155 Observatory Drive
Madison, WI 53706

Description of Company
College education

Number of Employees
175 total department
175 this site

For more information, contact
J.B. Davis
(608) 233-6400

Requirements of This Job

Academic Credentials Required
Doctorate

Work Experience Required
None

Examinations Required
Physical
TB x-ray

Other Job Requirements
Dress code

Job Information

Wages
$5,000 per month

Benefits
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
3 days on campus, 2 days off campus per week
10 hours a day
8:00 a.m. to 6:00 p.m.

Work Setting
Classroom and office

Probationary Period
6 years

Employment History
28 years with company
10 years in this position

Narrative Description
As department manager and senior professor, the individual is required to structure graduate and undergraduate curriculum, course content, and staff. The Chairman raises money, advises students, and prepares research papers for scholarly journals.

Physical Demands
100% sedentary work

Physical Activities Performed
Sit

Environmental Conditions
Noise, inadequate ventilation, inadequate lighting

Special Conditions
Distracting conditions

Work Group
One-to-one

Standard Training Period
3 years of graduate study

Standard Amount of Direct Supervision
None

Professor and Chairman Real Estate and Urban Land Economics	Quadriplegia - polio

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Executive Committee

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work (e.g., equipment, materials, personnel, funds)
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches/ solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- Enter data into computers
- Access data from computers
- Word processing
- Data processing
- Write programs
- Performs systems analysis

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing

Reading Tasks
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Use keyboard skills

Special Considerations for This Worker

Limitations

Carrying, lifting, reaching, grasping, handling, fingering, pushing, pulling, balancing, standing, walking, climbing, kneeling, squatting, bending

Special Training

None

Job Accommodations

Ramp provides access to home office.
Counter-top mounted to wall with brackets serves as desk to accommodate wheelchair.
Speaker phone and mouth stick allow telephone use.
Secretary and driver provide assistance utilizing van with elevator lift.
Hand splints and arm support enhance some remaining use of shoulder.

Personal Strengths

Communication
Patience
Creativity

Financial Incentives for Hiring

None

Program Director, Technical Training for the Disabled

Muscular Dystrophy - Advanced

D.O.T. #187.137-014

Company Information

Company Name
Valencia Community College
Box 3028
Orlando, FL 32802

Description of Company
Community College

Number of Employees
680 total company
200 this site

For more information, contact
Beverly M. Chapman
Program Director
(305) 299-5000 ext. 2382

Requirements of This Job

Academic Credentials Required
High school diploma; bachelor's degree or related experience preferred.

Work Experience Required
Work with disabled (3 years), leadership (5 years)

Examinations Required
None

Other Job Requirements
Dress code
Mobility in community

Job Information

Wages
$2,500 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance
State retirement
Free tuition

Work Schedule
Temporary contract status
5 days a week, 9.5 hours a day
7:30 a.m. to 5:00 p.m.

Work Setting
Office and community

Probationary Period
None

Employment History
3.25 years with company
.75 years in this position

Narrative Description
Responsible for the development, implementation and operation of training programs directed by hi-tech industry leaders to teach severely disabled persons the skills they need to get a job.

Physical Demands
100% sedentary

Physical Activities Performed
Push, reach, sit, turn, see, color vision, depth perception, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
High level of stress (deadlines, etc.)

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal

Program Director
Technical Training for the Disabled

Muscular Dystrophy - Advanced

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors
- Fundraising
- Develop new programs
- Public relations

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods
- Provide assistance and guidance to staff in their duties

Computer Tasks
- Trying to learn Lotus 123 for administrative help

Writing Tasks
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing
- Write public relations letters and marketing tools

Reading Tasks
- Read simple directions

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Use formulas (translating, substituting values)
- Prepare budgets
- Authorizing purchases
- Checking for proper fiscal posting and charging

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Develop visual presentations
- Writing and phone dialing

Other Significant Duties or Job Features
- Negotiating, politicking

Special Considerations for This Worker

Limitations

Lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina, opening drawers and doors, respiratory problems

Special Training

None

Job Accommodations

Bathroom assistance added to co-workers job description.

Installed speaker phone to accommodate employee's inability to lift regular telephone ($200).

Personal Strengths

Enthusiasm which inspires others to become involved

Strong management skills

Commitment to the challenges

Financial Incentives for Hiring

None

JOBS

Public Affairs Specialist

Quadraplegia - Spinal Injury

D.O.T. #165.067-010

Company Information

Company Name
National Aeronautics and Space Administration
Lewis Research Center
21000 Brookpark Road
Attn: MS 500-301
Cleveland, OH 44135

Description of Company
Federal government aerospace engineering research

Number of Employees
21,000 total company
2,700 this site

For more information, contact
William E. Nyerges
Personnel Management Specialist
(216) 433-2488 or FTS 297-2488

Requirements of This Job

Academic Credentials Required
Bachelor's degree
Appropriate experience may be substituted for bachelor's degree (3 years)

Work Experience Required
Two years of related experience or master's degree in human resources, counseling, communication, or education.

Examinations Required
None

Other Job Requirements
Security-suitability qualifications

Job Information

Wages
$1938 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
Worker's compensation
Unemployment compensation
Medical insurance*
Dental insurance*
Life insurance*
*varies; voluntary, partially-funded

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
1 year

Employment History
3 years with company
3 years in this position

Narrative Description
Assigned to Educational Services Office. Employee develops, plans and delivers educational programs to the educational community, regarding the request and use of NASA materials (captioned films, braille literature) by disabled students and teachers.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, see

Environmental Conditions
None

Special Conditions
High level of stress (deadlines, etc.)

Work Group
Small group

Standard Training Period
180 days

Standard Amount of Direct Supervision
Minimal

Public Affairs Specialist

Quadraplegia - Spinal Injury

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Implement company policies
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Correct deficiencies
- Summarize and draw conclusions

Computer Tasks
- Enter data into computers
- Access data from computers

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Use numerical values from charts, diagrams, tables

Writing Tasks
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

Reading Tasks
- Read technical information

Communication Tasks
- Listen
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Use job-specific hand tools and equipment
- Develop visual presentations

Special Considerations for This Worker

Limitations
- Carrying, lifting, reaching, standing, walking, climbing, kneeling, squatting, bending

Special Training
- None

Job Accommodations
- Certification by Ohio Bureau of Vocational Rehabilitation counselor for purpose of non-competitive appointment within Federal Civil Service procedures and job site evaluation.
- Employer provided adequate aisle space in cramped office quarters and extended desk legs ($20).
- Accessibility standards implemented including modification of lavatory by employer (a Federal Agency) directly responsible for its own building (estimated $15,000).

Personal Strengths
- Communication skills
- Knowledge of professional educational principles/practices/institutions.
- Knowledge of equipment procedures and methods related to communication needs of persons with visual and hearing impairments.

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Employers should be encouraged to review their own company literature and other media material to assess true availability to the handicapped community. Contact colleges that have strong services or academic programs for disabled. This employee's job has a double positive effect - for incumbent and clientele served.

Rehabilitation Technician

Closed Head Injury

JOBS

D.O.T. #739.137-010

Company Information

Company Name
Goodwill Industries
2320 West Colorado Avenue
Colorado Springs, CO 80934

Description of Company
Subcontract shop for disabled persons

Number of Employees
450 total company
130 this site

For more information, contact
Lucille Rice
Assistant Rehabilitation Director
(303) 635-4483

Requirements of This Job

Academic Credentials Required
High school diploma or GED

Work Experience Required
Ability to work with disabled persons preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$4.27 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension (after 3 years)
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Factory

Probationary Period
90 days

Employment History
18 months with company
16 months in this position

Narrative Description
Provide work, count, quality control subcontract work for 12-15 developmentally disabled clients. Helps counselor run programs.

Physical Demands
10% sedentary, 20% light work, 60% medium work, 10% heavy work

Physical Activities Performed
Push, pull, reach, balance, stoop, kneel, crouch, sit, turn, see, color vision, hear, finger dexterity

Environmental Conditions
Cramped quarters

Special Conditions
Distracting conditions
High level of stress (deadlines, etc.)

Work Group
Large group

Standard Training Period
5 days

Standard Amount of Direct Supervision
Moderate

Rehabilitation Technician	Closed Head Injury

Significant Duties

Leadership/Administrative/Managerial
- Supervise personnel (12-15 clients)

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Evaluate for accuracy and completeness
- Correct deficiencies
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Report accurately what others have said
- Give clear oral instructions and directions
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment (sealers, blister pack, saws)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tool(s)

Special Considerations for This Worker

Limitations
- Low frustration tolerance, remembering, following spoken directions

Special Training
- Counselor provides on-going instruction on filling out paperwork.
- Counselor provided samples of all required paperwork, and made up a story board to help employee keep track of client's activities.
- The company recognized completion of the special training by providing permanent employment and a wage increase.

Job Accommodations
- Agency provided extended followup services to meet employee's needs.

Personal Strengths
- Willingness to improve
- Ability to relate to developmentally disabled clients
- Ability to admit errors, and accept help to correct them

Financial Incentives for Hiring
- Client came through our Comprehensive Head Injury Program, and was funded by Vocational Rehabilitation.

Other Job Replication Factors
- Has memory problems - needs more written instructions and more follow-through.

Ripsaw-Tailoff/Edge Glue Operator

Mental Illness - Bipolar

D.O.T. #667.682-066

Company Information

Company Name
Spokane Moulding Corporation
P.O. Box 2904
Spokane, WA 99220

Description of Company
Manufacturer of wood mouldings and wood parts.

Number of Employees
40 total company
40 this site

For more information, contact
Mike Dobler
Evergreen Club
(509) 458-7458

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Any work experience preferred

Examinations Required
Hearing

Other Job Requirements
Age 18 minimum
On call

Job Information

Wages
$6.13 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance
Profit sharing and bonus program

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting
Factory

Probationary Period
90 days

Employment History
1 year with company
6 months in this position

Narrative Description
Job involves operation of ripsaw-tailoff machine and employee is currently being trained as an edge-glue operator.

Physical Demands
10% light work, 90% medium work

Physical Activities Performed
Push, pull, reach, stoop, kneel

Environmental Conditions
Hot, cold, dry, dust, dirt, noise, mechanical hazards, moving objects

Special Conditions
None

Work Group
Works alone

Standard Training Period
10 hours

Standard Amount of Direct Supervision
Minimal

156

Ripsaw Tailoff/Edge Glue Operator	Mental Illness - Bipolar

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- None

Writing Tasks
- None

Reading Tasks
- None

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Operate job-related power tool(s)

Special Considerations for This Worker

Limitations
- None

Special Training
- Ten hours of special training was provided by agency mental health supervisor.
- Employee entered regular full time employment and all available programs upon completion of the training.

Job Accommodations
- None

Personal Strengths
- Dependable
- Follows instructions
- Willing worker

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Other Job Replication Factors
- We would be unable to hire this employee without assistance from the Transitional Employment Program of Spokane Community Mental Health. We specifically prefer to work with persons with mental illness who are recovering.

JOBS

Sander Operator

Dyslexia, Memory Problems

D.O.T. #662.682-018

Company Information

Company Name
Lamar Manufacturing, Inc.
1111 Air Park Road, P.O. Box 1248
Rhinelander, WI 54501

Description of Company
Mill work - specialize in wood mouldings and paneling.

Number of Employees
10 total company (start up company; full production will employ 50)
10 this site

For more information, contact
Lavern A. Marquardt, President
(715) 369-1999

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$4.25 per hour

Benefits
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Factory

Probationary Period
30 days

Employment History
New company

Narrative Description
Wide belt sander operator - feeds wood products through sanding machine. Watches for defects and proper finish.

Physical Demands
10% sedentary, 70% light work, 15% medium work, 5% heavy work

Physical Activities Performed
Push, pull, reach, stoop, turn, see, color vision, depth perception, hear, sense of touch, finger dexterity

Environmental Conditions
Hot, cold, dust, noise, mechanical hazards, moving objects

Special Conditions
Precision/quality
Distracting conditions

Work Group
Small group

Standard Training Period
40 hours

Standard Amount of Direct Supervision
Maximal

Sander Operator	Dyslexia, Memory Problems

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials

Computer Tasks
- None

Mathematical Tasks
- Understand order (e.g., first, second, last)

Writing Tasks
- None

Reading Tasks
- Identify work-related symbols/signs

Communication Tasks
- Listen
- Follow intent of oral directions

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)

Special Considerations for This Worker

Limitations
- Dyslexia with numbers (reverses numbers), remembering

Special Training
- None

Job Accommodations
- Coworker requests work to keep employee working.

Personal Strengths
- Eager to work
- Above average visual skills to spot defects
- Cares about the company

Financial Incentives for Hiring
- On-the-Job Training

Other Job Replication Factors
- Make sure all employees-co-workers and supervisors understand handicap condition.

Sanitation Coordinator

Physical Handicap, History of Substance Abuse

D.O.T. #909.137-014

Company Information

Company Name
Willow Valley Bakery
2416 Willow Street Pike
Lancaster, PA 17602

Description of Company
Resort area with restaurant, bakery, motel, supermarket, shopping mall and full service retirement communities.

Number of Employees
885 total company
25 this site

For more information, contact
Larry Martin, Bakery Manager
(717) 464-2711 Ext. 343

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Transportation coordination preferred

Examinations Required
None

Other Job Requirements
Driver's license

Job Information

Wages
$5.10 per hour

Benefits
Paid vacation
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
9:00 a.m. to 5:30 p.m.

Work Setting
Resort Facilities

Probationary Period
None

Employment History
3 years with company
1 year in this position

Narrative Description
Employee is a sanitation coordinator/truck driver. Responsible for 3 other sanitation team members, setting schedules, and assigning work duties. Responsible for maintenance of truck and making necessary deliveries.

Physical Demands
10% sedentary, 20% light work, 60% medium work, 10% heavy work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, kneel, crouch, sit, turn, see, color vision, depth perception, hear, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
Hot, humid, wet, dirt

Special Conditions
None

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
3 months

Standard Amount of Direct Supervision
Minimal

160

Sanitation Coordinator

Physical Handicap, History of Substance Abuse

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Specify goals and work tasks of others
- Supervise personnel

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Set up machine(s)

Special Considerations for This Worker

Limitations
- Respiratory problems

Special Training
- Goodwill Industries placement staff provided initial individualized training on job duties and quality/quantity standards.
- Entered permanent employment after completion of the special training.

Job Accommodations
- Placement and training by Goodwill Industries staff.
- Created coordinator position for employee to accommodate less lifting and manual labor.

Personal Strengths
- Positive attitude
- Self-confidence
- Cleanliness

Financial Incentives for Hiring
- Targeted Jobs Tax Credit, On-the-Job Training wage subsidy, and an on-the-job evaluation (wages paid for 3 to 5 days).

Senior Engineering Assistant

Paraplegia

D.O.T. #007.161-018

Company Information

Company Name
Oak Ridge National Laboratory
Martin Marietta Energy Systems
P.O. Box X
Oak Ridge, TN 37831

Description of Company
A research and development multi-program institution whose principal goal is the development of technology for efficient production and use of energy.

Number of Employees
Approximately 16,000 total company
Approximately 5,000 this site

For more information, contact
Jane Agers
Affirmative Action Coordinator
(615) 626-2432

Requirements of This Job

Academic Credentials Required
Associate degree (or equivalent experience)

Work Experience Required
Layout of etched circuit boards and drafting (4 years preferred).

Examinations Required
Physical, hearing, vision

Other Job Requirements
None

Job Information

Wages
Information not provided

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
12:00 p.m. to 8:00 p.m.

Work Setting
Engineering design drafting room

Probationary Period
None

Employment History
6 years with company
1.5 years in this position

Narrative Description
Etched circuit board layout, mechanical details, and packaging of electronic systems.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, see, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
One-to-one and in small group

Standard Training Period
Approximately 4 years prior experience

Standard Amount of Direct Supervision
Minimal

Senior Engineering Assistant	Paraplegia

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Identify alternative approaches or solutions

Computer Tasks
- Enter data into computers
- Access data from computers
- Write programs
- Perform systems analysis

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)

Writing Tasks
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Use keyboard skills
- Develop visual presentations

Other Significant Duties or Job Features
- Plotting

Special Considerations for This Worker

Limitations
- Lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina

Special Training
- None

Job Accommodations
- Reserved parking space next to building is provided by employer due to distance from employee parking lot.

Personal Strengths
- Attitude
- Productivity
- Communication

Financial Incentives for Hiring
- None

Senior Programmer Analyst	Blindness

D.O.T. #012.167-066

Company Information

Company Name
Schreiber Foods, Inc.
300 N. Madison
Green Bay, WI 54304

Description of Company
Food (buy bulk cheese, process it and re-sell to retail outlets)

Number of Employees
300 total company

For more information, contact
Fred Parker, Director
Information Systems Development
(414) 437-7601

Requirements of This Job

Academic Credentials Required
High school diploma
Bachelor's degree

Work Experience Required
None

Examinations Required
None

Other Job Requirements
On call
Dress code

Job Information

Wages
$2,390 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days per week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
90 days

Employment History
7 years with this company
7 years in this position

Narrative Description
Computer programming and program analysis

Physical Demands
100% sedentary

Physical Activities Performed
Sit, hear, sense of touch

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
Small group

Standard Training Period
None

Standard Amount of Direct Supervision
Moderate

Senior Programmer Analyst	Blindness

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions

Computer Tasks
- Enter data into computers
- Access data from computers
- Write programs
- Perform systems analysis

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)

Writing Tasks
- Organize, select, and relate ideas in writing

Reading Tasks
- Read technical information aided by computer

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Use keyboard skills

Special Considerations for This Worker

Limitations
- Acceptance of supervision, interactions with coworkers, vision

Special Training
- Employee completed one year of technical school, received certificate, and entered permanent employment.

Job Accommodations
- State Division for Vocational Rehabilitation initially provided a braille printer ($14,000). Employer then purchased a voice synthesizer for the CRT ($5,000).

Personal Strengths
- Reasoning/comprehension
- Typing
- Logical analytic capacities

Financial Incentives for Hiring
- State subsidized initial cost in equipment

Sewing Machine Operator

Cerebrovascular - Stroke

JOBS

D.O.T. #780.685-030

Company Information

Company Name
Elastic Products, Inc.
P.O. Box 39
Marble, NC 28905

Description of Company
Prime sewing manufacturing business producing elastic suspenders for sporting goods industry. This business is supplemental to a rehabilitation business (Industrial Opportunities, Inc.) and "hires" only handicapped persons.

Number of Employees
60 total company
10 this site (sewing department)

For more information, contact
Janet Clifton, Vocational Evaluator
(704) 837-9066

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Materials handling preferred

Examinations Required
Physical, hearing, vision, speech

Other Job Requirements
Age 16 minimum, 70 maximum
Dress code
Handicap

Job Information

Wages
Piece work, hourly rate varies

Benefits
FICA
Worker's compensation
Transportation

Work Schedule
Permanent status
5 days a week, 6 hours a day
9:00 a.m. to 3:30 p.m.

Work Setting
Factory

Probationary Period
1 month

Employment History
1 year with company
6 months in this position

Narrative Description
Operates a computerized bar tack machine by operating pedals, placing fabric in metal jig and rethreading machine.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, turn, see, color vision, hear (helpful), sense of touch, finger dexterity

Environmental Conditions
Dust, noise, mechanical hazards

Special Conditions
None

Work Group
Works alone and in small group

Standard Training Period
3 hours

Standard Amount of Direct Supervision
Moderate

Sewing Machine Operator	Cerebrovascular - Stroke

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Evaluate for accuracy and completeness

Computer Tasks
- None

Mathematical Tasks
- Understand order (e.g., first, second, last)

Writing Tasks
- None

Reading Tasks
- None

Communication Tasks
- Follow intent of oral directions

Manual Perceptual Tasks
- Eye-hand coordination
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment (sometimes)
- Tend machine(s)
- Operate machine(s)

Special Considerations for This Worker

Limitations
- Aphasic (expressive and to some extent receptive), handling, fingering, lifting, carrying, standing, walking, kneeling, squatting, left sided paralysis

Special Training
- Job coach provided initial training on the computerized sewing machine.

Job Accommodations
- Computerized sewing machine with metal jig ($10,000).
- Transportation to and from work provided by agency ($5 per day).

Personal Strengths
- Technical experience
- Motivated
- Productive

Financial Incentives for Hiring
- Federal wage subsidy through Vocational Rehabilitation and Title XX funds

Other Job Replication Factors
- Motivation
- Consideration of physical limitations related to the job.

Shop Supervisor/Mechanic	Deafness, Non-Verbal

D.O.T. #381.137-010

Company Information

Company Name
Artisan Maintenance
1890 Market Street
Denver, CO 80202

Description of Company
Exterior maintenance

Number of Employees
35 total company
35 this site

For more information, contact
Mark Frederick, President
(303) 296-9952

Requirements of This Job

Academic Credentials Required
Mechanic's school

Work Experience Required
Mechanic experience

Examinations Required
None

Other Job Requirements
Driver's license, uniform

Job Information

Wages
$8.00 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Mechanics shop

Probationary Period
None

Employment History
6 months with company
6 months in this position

Narrative Description
In charge of shop, including tools, and equipment necessary to run our maintenance operation.

Physical Demands
75% sedentary, 15% light work, 5% medium work, 5% heavy work

Physical Activities Performed
Push, pull, reach, stoop, kneel, crouch, crawl, sit, turn, see, depth perception, sense of touch, finger dexterity

Environmental Conditions
Dust, dirt, noise, mechanical hazards, moving objects

Special Conditions
None

Work Group
Small group

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal

Shop Supervisor/Mechanic	Deafness, Non-Verbal

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Supervise personnel

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements

Writing Tasks
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Convey ideas through notes and signs

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tool(s)
- Develop visual presentations

Special Considerations for This Worker

Limitations
Acceptance of supervision, interactions with coworkers, hearing, speaking, following spoken directions

Special Training
None

Job Accommodations
None

Personal Strengths
Working knowledge of equipment
Patience
Ability to work with people

Financial Incentives for Hiring
None

JOBS

Social Services Manager

Blindness

D.O.T. #189.167-030

Company Information

Company Name
Department of Health and Social Services
State of Wisconsin
1 W. Wilson, P.O. Box 7851
Madison, WI 53707

Description of Company
Professional/Managerial
State Blind Services

Number of Employees
2 this site

For more information, contact
Michael Nelipovich
Blind/Visual Impaired Coordinator
(608) 266-5600

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Work for the blind, 3 years

Examinations Required
None

Other Job Requirements
Civil Service exam

Job Information

Wages
$18.00 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:45 p.m.

Work Setting
Office

Probationary Period
1 year

Employment History
2.5 years with company
2.5 years in this position

Narrative Description
This position requires the creation and promulgation of policies that provide appropriate services to blind people in the state of Wisconsin.

Physical Demands
75% sedentary, 25% light work

Physical Activities Performed
Sit, travel

Environmental Conditions
Cramped quarters

Special Conditions
Distracting conditions
High level of stress

Work Group
Works alone, one-to-one, and in small and large groups

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal

Social Services Manager	Blindness

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Implement company policies
- Specify goals and work tasks of others
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches/ solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Prepare budgets

Writing Tasks
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

Reading Tasks
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- None

Special Considerations for This Worker

Limitations
- Partial loss of vision

Special Training
- None

Job Accommodations
- Hired assistant to drive in accommodating travel needs.
- Purchased Kurzweil reading machine.
- Painted walls, brailled elevator panel.
- Use shielded light fixtures.
- Keep large items in specific places.

Personal Strengths
- Interpersonal skills
- Organizational skills
- Writing skills

Financial Incentives for Hiring
- None

Other Job Replication Factors
- Sensitivity and understanding

Stock Clerk

Learning Disability - Reading Problem

D.O.T. #222.387-058

Company Information

Company Name
Tates Supermarket, Inc.
4th & Sherman Street
Clymer, PA 15728

Description of Company
Supermarket food - retail

Number of Employees
50 total company
50 this site

For more information, contact
Frank Petro, Manager
(412) 254-4420

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Union membership

Job Information

Wages
$4.50 per hour

Benefits
Paid vacation
Paid holidays
Pension
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule
Permanent status
6 days a week, 7 hours a day
9:00 a.m. to 4:00 p.m.

Work Setting
Supermarket

Probationary Period
None

Employment History
4 years with company
2 years in this position

Narrative Description
Stock shelves and prepare cut cases of items for display.

Physical Demands
100% light work

Physical Activities Performed
Push, pull, reach, climb, turn, see, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Small group

Standard Training Period
3 months

Standard Amount of Direct Supervision
Minimal

Stock Clerk	Learning Disability - Reading Problem

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Devise new ideas and better work methods

Computer Tasks
None

Mathematical Tasks
Understand concepts of greater than and less than

Writing Tasks
None

Reading Tasks
Identify work-related symbols/signs
Read simple directions

Communication Tasks
Follow intent of oral directions

Manual Perceptual Tasks
Hand work

Special Considerations for This Worker

Limitations
Reading, following written directions

Special Training
Special training provided repetition of both instructions and work duties. A wage increase was given upon completion of the special training.

Job Accommodations
One year adjustment to grocery store environment. Trainers repeated instruction and required duties.

Personal Strengths
Good common sense
Organizes and completes detail work on store displays.

Financial Incentives for Hiring
Targeted Jobs Tax Credit

T-Ball Instructor/Supervisor

Amputee - Partial (Left Arm Above Elbow)

JOBS

D.O.T. #153.227-018

Company Information

Company Name
City of Olathe
100 West Santa Fe
Olathe, KS 66061

Description of Company
Municipality

Number of Employees
400+ total company

For more information, contact
Susan Perkey
Special Services Office
(913) 782-2600

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Baseball instruction and working with children

Examinations Required
None

Other Job Requirements
Age 18 minimum
Driver's license
Own vehicle
Uniform
On call
Dress code

Job Information

Wages
$1002 per month

Benefits
FICA
Worker's compensation

Work Schedule
Seasonal status
5 days a week, 4 hours a day
8:00 a.m. to 12:00 p.m.

Work Setting
Ball diamond

Probationary Period
None

Employment History
9 years with company
8 years in this position

Narrative Description
Provides instruction of basic fundamentals of baseball, catching, throwing, hitting, fielding. Provides exposure to various field positions. Teaches young boys and girls ages 5-7. Manages tournament games.

Physical Demands
80% sedentary, 20% light work

Physical Activities Performed
Reach, run, stoop, kneel, crouch, sit, turn, see, depth perception, hear, finger dexterity.

Environmental Conditions
Hot, humid, dry, wet, dust, dirt, odors, noise, moving objects

Special Conditions
None

Work Group
One-to-one, and in small and large groups

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal

T-Ball Instructor/Supervisor	Amputee - Partial (Left Arm Above Elbow)

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Specify goals and work tasks of others

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

Reading Tasks
- None

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Handling, fingering, lifting, carrying (left arm only)

Special Training
- None

Job Accommodations
- None

Personal Strengths
- Communication skills
- Knowledge of subject
- Patience

Financial Incentives for Hiring
- None

Telephone Operator	Polio

D.O.T. #235.662-022

Company Information

Company Name
The Faxton/Children's Hospital and Rehabilitation Center
1676 Sunset Avenue
Utica, NY 13502

Description of Company
Acute care hospital specializing in rehabilitation, orthopedic, and regional radiation medicine.

Number of Employees
840 total company

For more information, contact
Sallie Budoff, Employment Manager
(315) 732-3101, Ext. 471

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Operator experience preferred (1 year)

Examinations Required
Physical

Other Job Requirements
None

Job Information

Wages
$4.99 per hour (starting)

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation

Work Schedule
Permanent status
3-5 days a week, 7.5 hours a day
7:00 a.m. to 3:00 p.m.

Work Setting
Reception desk/main lobby

Probationary Period
6 months

Employment History
30 days with company
30 days in this position

Narrative Description
Operates hospital switchboard, including paging, transfer calls, etc.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, turn, see, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
One-to-one

Standard Training Period
37.5 hours

Standard Amount of Direct Supervision
Minimal

Telephone Operator	Polio

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence

Computer Tasks
- None

Mathematical Tasks
- Understand order (e.g., first, second, last)

Writing Tasks
- Write legibly
- Take messages

Reading Tasks
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Acceptance of supervision, interactions with coworkers

Special Training
- None

Job Accommodations
- Total wheelchair accessibility throughout the medical complex.

Personal Strengths
- Talks to strangers
- Gives directions
- Keeps voice calm in emergency situations

Financial Incentives for Hiring
- None

Towmotor Driver

Amputee - Partial (One Leg Below Knee), Illiterate

JOBS

D.O.T. #921.683-050

Company Information

Company Name
Diversified Products
P.O. Box 100
Opelika, AL 36801

Description of Company
Manufacture and distribute physical fitness related products.

Number of Employees
Approximately 2500 total company
Approximately 2000 this site

For more information, contact
Aimee B. Sikes, Personnel Assistant
(205) 715-1375

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Work experience preferred to show regular attendance, etc.

Examinations Required
Physical

Other Job Requirements
Age 18 minimum
Driver's license

Job Information

Wages
$7.06 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance
Credit Union
Legal Assistance
Profit Sharing

Work Schedule
Permanent status
5-6 days a week, 8 hours a day
11:00 p.m. to 7:00 a.m.

Work Setting
Factory

Probationary Period
3 months

Employment History
5 years with company
6 months in this position

Narrative Description
Drives towmotor to lift huge bins of unfinished parts, delivers to the line and takes finished parts to shipping line. Knows production, pick-up system; leaves records for driver on next shift; writes inventory control ticket for next person using bin.

Physical Demands
100% medium work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, sit, turn, see, color vision, depth perception

Environmental Conditions
Hot, cold, dirt, odors, noise, moving objects

Special Conditions
High rate of production
Precision/quality

Work Group
Small group

Standard Training Period
3 months

Standard Amount of Direct Supervision
Moderate

Towmotor Driver	Amputee - Partial (One Leg Below Knee), Illiterate

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence

Computer Tasks
- None

Mathematical Tasks
- Count
- Use numerical values from charts, diagrams, tables

Writing Tasks
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions

Manual Perceptual Tasks
- Eye-hand coordination
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Reading, writing, spelling

Special Training
- Reading and writing.
- Outside agency helped employee to pass GED as required in adult reading course.
- Company recognized completion of special training by stating employee's name in newspaper article.

Job Accommodations
- Adult education taught worker to read and write.

Personal Strengths
- Able to stand
- Reliable
- Gets along with others

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Other Job Replication Factors
- Employee's original job on the line did not require literacy. Awareness of employee's feelings helped employer obtain training (learn to read) for employee's promotion to towmotor driver.
- His attitude, appearance, and attendance improved dramatically.

Trophy Assembler

Multihandicaps - Deafness, Paraplegia

D.O.T. #735.684-018

Company Information

Company Name
Monarch Trophy Studio
2121 N.W. Military Hwy.
San Antonio, TX 78213

Description of Company
Retail trophy store. Sell trophies, plaques, engraving, medals, ribbons.

Number of Employees
25 total company
25 this site

For more information, contact
John M. Bradley, Owner
(512) 344-3777

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$3.75 per hour

Benefits
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 8 hours a day
9:00 a.m. to 6:00 p.m.
(1 hour lunch)

Work Setting
Assembly factory

Probationary Period
None

Employment History
16 months with company
16 months in this position

Narrative Description
Must read and comprehend written orders to assemble parts into completed trophies. Employee given trophy parts and assembles with hand wrench. Places engraved plates on trophies.

Physical Demands
100% sedentary work (no carrying)

Physical Activities Performed
Reach, balance, sit, see, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Small group

Standard Training Period
80 hours

Standard Amount of Direct Supervision
Moderate

Trophy Assembler	Multihandicaps - Deafness, Paraplegia

Significant Duties

Leadership/Administrative/Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Make and use measurements

Writing Tasks
- None

Reading Tasks
- Read simple directions

Communication Tasks
- Follow intent of oral directions

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment (hand wrenches, tape machine)
- Operate machine(s) (drill press)
- Operate job-related power tool(s) (drill press)

Special Considerations for This Worker

Limitations
- Interactions with coworkers (felt others were talking about him - has improved), low educational level, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, cannot obtain own parts to assemble, hearing, speaking

Special Training
- None

Job Accommodations
- Close supervision approximately 20% more time to accommodate speed in understanding work tasks.
- Employer purchased high padded stool with back to accommodate disability ($150.00)

Personal Strengths
- Show good attitude - smiles a lot and likes the job
- Willing to work - rarely misses work
- Concerned about quality work

Financial Incentives for Hiring
- Targeted Jobs Tax Credit

Other Job Replication Factors
- A better understanding of disabled persons.

Section III

The Vocational Transition Process

Introduction

The job descriptions in this publication will be of maximum value in expanding the number and quality of jobs held by individuals who are handicapped if:

- these job descriptions are integrated into comprehensive programs that develop job candidates possessing the prevocational, interpersonal, and job specific skills required for competitive employment; and

- the job candidates receive whatever transition assistance and post-employment support is necessary to become and remain competitively employed.

These job descriptions can also stimulate the creativity of program operators who wish to address two major problems which still face many persons who are handicapped: unemployment and underemployment. Harris et al. (1986) surveyed a national sample of 1000 disabled individuals ages 16 and above. Two thirds of those polled who were between the ages of 16 and 64 said they were not working. Twenty five percent said that they worked full time, and an additional ten percent indicated that they worked part time. Among those in the poll who were under 65 years of age yet not working, 66% stated that they wanted to work. Loomis et al. (1986) surveyed 65 of 86 mildly mentally retarded individuals who graduated during academic years 1983 through 1985 from a local school district. Employment data were available on 62 of the 65 surveyed. Of that group, 47 were employed, and 12 (19%) were unemployed. Only 25.5% of the 47 employed individuals worked at least 35 hours per week. Two of those employed worked in volunteer jobs. The average wage per hour for those receiving pay was $3.96.

In order to achieve maximum impact on the unemployment and underemployment problems faced by persons who are handicapped, employment preparation programs must include systematic vocational transition services. This section of the publication will assist readers who wish to develop or refine such services.

Wehman and Hill (1985) define vocational transition as a carefully planned process to establish and implement a plan for either employment or additional vocational training of a handicapped student who will graduate or leave school in three to five years. This process must involve special educators, vocational educators, parents, students, adult service system representatives, and employers.

Part I sketches major elements of an effective transition process. **Part II** contains examples that illustrate how to translate this theory into reality.

Example One summarizes administrative and programmatic recommendations made by the Council of Chief State School Officers to help state education agencies develop systematic, statewide transition processes for in-school handicapped youths.

Example Two summarizes a state level inter-agency approach used in Minnesota to provide comprehensive transition services to youths who are handicapped.

Example Three outlines a Massachusetts law, Chapter 688, which establishes a statewide mechanism to provide systematic transition services to young adults who are severely handicapped.

Example Four describes the Job Training and Tryout Project, a federally funded effort which demonstrates how to provide on-the-job training and time limited supported work to mildly handicapped youth.

Example Five illustrates how a local office of the state-federal vocational rehabilitation program provides time limited on-the-job training and supported work to certain severely handicapped graduates of the secondary school system.

Part III describes one way to assess the appropriateness of an individual student's transition plan. This approach can be used at any point in a student's junior high school or secondary experience, and should be used at least yearly to monitor the student's progress. Part III also presents a post school followup survey which could be used to assess the overall impact of the school's transition services. **Part IV** lists publications and organizations which address transition issues.

PART I

ELEMENTS OF AN EFFECTIVE VOCATIONAL TRANSITION PROCESS

Components

In order to address the unemployment and underemployment of handicapped adults, educators, adult service providers, parents and advocates must plan and implement a process that will enable handicapped youths to establish and maintain their personal and vocational independence after completing their formal school experience. According to Barcus et al. (1986), the following key components should be present in any attempt to implement such a process.

1. A sound foundation based on a school program which:

   * begins vocational planning at the elementary level and involves teachers from all levels in program development;

   * provides a vocational curriculum that:
     - is sequenced across grade levels to assure smooth and logical movement from one level to another;

     - focuses on skills required in local employment situations;

     - includes multiple training and work experience options based on the types of community work available for non-disabled persons;

     - takes place in community-based job sites and teaches job skills, production rates, and interpersonal skills;

   * builds an organizational structure in which:
     - special educators and vocational educators work together ;

     - a specific staff person is responsible for getting vocational rehabilitation and other adult service providers involved in the transition process at least 1-2 years before the student expects to complete his or her secondary experience;

     - maximum integration into school and community settings is stressed, in order to help students with handicaps learn to work and play with persons who are not handicapped;

     - parents are systematically involved in planning their child's educational program;

     - agencies and individuals who will provide post graduation followup are identified and brought into the transition process before a student completes secondary school;
     - followup studies are used to assess former students' success on the job and in the community; and

- administrators and program supervisors provide support for community based instruction, coordination of services with other agencies, and allocation of staff and resources to make job placement, training, and community based support possible.

2. A formal written transition plan which:

   * is developed for each student and includes annual goals and short term objectives that reflect skills required to function on the job and in the community;

   * specifies who is responsible for each aspect of the process, including skill training, referral to adult service agencies, job placement, on-the-job training, and post employment followup;

   * includes comprehensive strategies that specify which independent living skills (money management, use of transportation, social skills, and so forth) will be taught, how they will be taught, and by whom they will be taught;

   * is developed at least three to five years before graduation, and revised at least annually;

   * is part of the IEP during the individual's school years and part of the Individualized Written Rehabilitation Plan if the individual becomes a vocational rehabilitation client;

   * is developed with the systematic and informed participation of the individual's parents or guardian.

3. Multiple employment options, which should include:

   * regular competitive employment;

   * competitive employment with ongoing support services; and

   * sheltered enclaves or work crews in which groups of workers, both disabled and non-disabled, work in business and industry under the supervision of a trained human services staff person.

Guidelines for Parents

In order to be effective advocates for their children, parents must develop a goal-directed approach. Parents could use the form entitled "Student's Transition Foundation" described in Part III of this section as a guideline when working with schools to develop their children's transition plans.

PART II

EXAMPLE ONE

DISABLED STUDENTS BEYOND SCHOOL: A REVIEW OF THE ISSUES A POSITION PAPER AND RECOMMENDATIONS FOR ACTION

(Excerpts)

March, 1986

The Council of Chief State School Officers
400 North Capitol St., NW
Washington, DC 20001
202/393-8161

Obstacles to Smooth Transition from School to Work and Independent Living

No single federal agency is responsible for disabled adults, and states differ widely in how they provide and manage services for this group. When several programs serve disabled youth and adults, individual program officials may lack sufficient knowledge about other programs' eligibility requirements and services. Often students leaving secondary level special education programs do not receive needed state vocational rehabilitation services due to state service delivery priorities and inadequate funding levels. Finally, aside from targeted Job Tax Credits, there are not enough incentives for employers to provide jobs for disabled persons who may require longer training, extra supervision, or other services.

Education Efforts to Address Transition needs of Disabled Students

Although state education agencies and local school systems alone cannot meet the transition needs of disabled youth, education officials can provide crucial leadership to establish cooperative programs with other state and local social service agencies and providers. Nearly 40 states have adopted cooperative agreements among special education, vocational education, and vocational rehabilitation programs. Some have been effectively implemented and enhanced. Minnesota, for example, has established an Interagency Office on Transition Services in the Department of Education which convenes regular meetings of eight state programs, parents and advocates, and a legal agency. Massachusetts has created a Bureau of Transitional Planning within its Office of Human Services to assure that all disabled students who leave school and need continuing support services will receive them from the appropriate agency. North Carolina has established a transition planning office to coordinate state and local services, and set up an interagency council with representation from all human services agencies. The 1985 OSERS Annual Report described other major cooperative ventures for transition services in Delaware, Oklahoma, North Dakota, and Washington.

Recommendations for State Education Agency Leadership

1. Chief state school officers should identify as a major state priority the need for adequate transition services for disabled students who have completed secondary school and are ready to work or pursue post-secondary education.

2. Chief state school officers should encourage coordinated planning and implementation of school to work and adult living transition services for disabled students. They could do this by convening regular meetings on transition services with appropriate state agency directors, including the heads of special education, vocational education, adult education, postsecondary education, vocational rehabilitation, developmental disabilities, mental health, human services, welfare, job training programs, and any other special programs for disabled youth and adults.

3. State education agencies (SEAs) should consider establishing a full-time transition coordinator position or designating a unit to work with local school systems to plan and implement transition programs.

4. SEAs should consider using Developmental Disability Act funds for coordinated planning, and utilizing vocational education funds to enhance components of secondary school programs that assist students with handicapping conditions to make the transition from school to work.

5. SEAs should encourage:

   - joint development of individualized education programs (IEPs) and individual written rehabilitation plans (IWRPs);

   - coordinated special education programs, secondary vocational education special needs programs, and vocational rehabilitation services;

   - enrollment in cooperative vocational education programs by disabled students;

   - stationing of vocational rehabilitation counselors in all high schools

   - regular and systematic exchange of information about the content of each student's program and the progress that he or she is making

   - coordination and analysis of state data bases required for management of special education, vocational education, and vocational rehabilitation programs, with the involvement of the National Occupational Information Coordinating Committee and the State Occupational Information Coordinating Committees; and

   - clarification of how to use vocational assessments effectively.

6. SEAs should encourage local school systems to help plan and track disabled youths' progress toward goals and needed transition services. SEAs should encourage the development of local education programs which, beginning in elementary schools, expose all children, including those with disabilities, to the world of work and its responsibilities. Occupational programs, implemented in the intermediate grades, should instill skills and knowledge that are essential to all individuals in meeting their personal, family, home, community, and work responsibilities. Occupational programs should be closely linked to academics and ensure that all students have equal opportunity to participate. A strong occupational program is essential to help students with handicapping conditions develop both an awareness of career possibilities and occupational skills.

7. SEAs should encourage schools to work closely with parents of disabled students not only in determining appropriate education programs for their children but also in developing realistic life goals and identifying necessary transition or continuing services for their children.

8. SEAs should support development of preservice and inservice training for personnel working in multi-disciplinary programs for disabled youth.

9. SEAs should review the results of vocational education civil rights compliance monitoring and vocational program evaluations to identify specific problems in access to, availability of, and quality of vocational services to the in-school disabled population. The three-year State Plans for Vocational Education required by federal law provide a vehicle for targeting federal resources to each state's program improvement priorities.

10. SEAs should encourage the development of state and local education and business partnerships in conjunction with appropriate adult service providers to:

    - expose disabled students to the world of work and job possibilities;

    - provide work-study opportunities for such students;

    - encourage businesses to hire disabled students for competitive jobs and to create supported employment opportunities for disabled youth; and

    - promote cooperation between education agencies and the private sector so that vocational education programs are responsive to labor market trends and employer skill demands.

11. Transitional programs should address the needs of young people who have dropped out of school. Such programs may need to establish outreach components to encourage dropouts who are still eligible for educational programs to re-enter the education systems.

12. SEAs should encourage increased cooperation among postsecondary programs, occupational education, and vocational rehabilitation programs. A wider range of transitional support services must be established to provide disabled students with greater access to postsecondary programs.

EXAMPLE TWO

MINNESOTA INTERAGENCY AGREEMENT
EXECUTIVE SUMMARY
(Draft)

May 29, 1986

Minnesota Department of Education
Capitol Square
550 Cedar Street
Saint Paul, Minnesota 55101
612/296-0280

Introduction

There are many transitions that people experience throughout their lives. One of those transitions, from secondary school to postsecondary education, employment, and community living, has received much national, state, and community attention. For this interagency agreement, transition is defined as the process whereby a person with disabilities progresses from secondary education to work and living in the community. While transition efforts typically focus on individuals in secondary education programs, this agreement also acknowledges the needs of people who have already left school, but for whom there was not adequate transition planning.

The purpose of this agreement is to facilitate the necessary changes, both within and among agencies, for the creation of an equitable state-wide service system to meet the needs of Minnesota citizens. It provides current information about what agency services exist and how agencies work together in Minnesota. With local input, agencies can actively participate in planning and creating employment and living options for citizens in our communities.

In 1982, Vocational Rehabilitation, Special Education, and Vocational Education signed Minnesota's first Transition Cooperative Agreement. In order to develop a more comprehensive agreement, a State Transition Interagency Committee was created in 1984.

The Minnesota State Legislature established an Interagency Office of Transition Services in the Minnesota Department of Education in July 1985. Strong support from parents and advocates was instrumental in its creation. The Office is responsible for assessing state-wide needs, providing information and technical assistance, and planning for state and local agency collaboration to improve employment and community living outcomes for individuals who are exiting the secondary school system.

Participating Agencies and Organizations

The following agencies and organizations have formed the State Transition Interagency Committee:

* Client Assistance Project/Legal Advocacy for Developmentally Disabled Persons in Minnesota

* Minnesota Department of Education
  Secondary Vocational Education Section
  Special Education Section
  Interagency Office of Transition Services

* Department of Human Services, Division of Mental Retardation

* Department of Jobs and Training, Division of Rehabilitation Services
  Vocational Rehabilitation
  State Services for the Blind

* State Job Training office, Job Training Partnership Act

* Parent Advocacy Coalition for Educational Rights (PACER)

* State Board of Vocational Technical Education

* State Community College System

* Developmental Disabilities Council

Goals of the Interagency Agreement

1. Planning for Individuals:
   To ensure that a multi-disciplinary interagency team, including the student/client and parents will plan services necessary to meet the anticipated transition needs of each individual.

   Formal transition planning with interagency involvement is not consistently done. Assessments and services are not fully coordinated with agencies outside of education. We envision teams as being initiated by public schools and including members of the essential agencies . Teams will develop transition goals and objectives on IEPs to address current and future service needs of individuals.

2. Community Planning:
   To ensure that local Transition Interagency Committees are established throughout Minnesota to develop, implement, and monitor comprehensive service delivery systems which respond to the ongoing and changing needs of individuals for service and support.

   Local and regional agencies have overlapping needs and goals, and planning is seldom coordinated. Information and data concerning students and clients need to be shared. We envision agencies planning at the community level to meet the program and service needs of individuals in those communities. Transition committees need to be established to further promote interagency coordination.

3. State-wide Planning:
   To ensure that state agencies collaborate on an ongoing basis to develop policies, standards, practices, and funding mechanisms to create an equitable state-wide system of community-based transition services.

   Interagency planning has expanded to include more agencies. The sharing of responsibilities for transition activities continues to evolve. We envision improved commitment to interagency planning throughout human service system, with local interagency planning promoted and supported.

Implementation Plan

The heart of the Minnesota Interagency Agreement is the commitment agencies have demonstrated by developing the Implementation Plans. Agencies and organizations individually and collectively have outlined specific activities to accomplish agreements' goals and objectives. Activities range from workshops to legislative amendments and policy changes to ensure the improvement of transition services to individuals in Minnesota. Each agency is challenged to actualize these goals.

Highlights of the Minnesota Interagency Agreement

All participating agencies have an information sheet which addresses the following four questions:

1. What is the role of the agency?
2. What transition services are provided?
3. Who can receive transition-related services?
4. What planning and accommodations can be made to meet individual needs?

A matrix summarizes services available from each agency to meet transition related needs of persons with disabilities. This can be used by local and regional teams to identify possible resources when working together to provide current and future service needs of individuals. A glossary and acronym list provide definitions of services and spell out common abbreviations used by education, job training and service providers. Additional resources such as local cooperative agreements and transition projects and reports are provided.

EXAMPLE THREE

A CITIZEN'S GUIDE TO THE IMPLEMENTATION OF MASSACHUSETTS' TURNING 22 LAW: CHAPTER 688

The Commonwealth of Massachusetts
Executive Office of Human Services
One Ashburton Place, Room 1109
Boston, Massachusetts 02108
617/727-8050

Introduction

Chapter 688 was developed by parents and advocates to provide for a two year transitional process for severely disabled young adults who will lose their entitlement to special education upon graduation or reaching age 22.

This law creates a single point of entry into the adult human services system by developing an Individual Transition Plan (ITP) for every person who is found eligible for Chapter 688 because he or she is disabled and will need on-going services and support.

The "Turning 22 Law" is not a continuation of Chapter 766. Chapter 766 provides special education services to students until the age of 22 or until the student earns a high school diploma. This law is an entitlement. Services mandated in the Individual Education Plan must be provided. Once a person graduates from school, he or she is no longer eligible for Chapter 766. Chapter 688 is a bridge into the Adult Human Services system for the more severely disabled person who, if provided appropriate support services, will continue to learn and develop throughout his or her life. It was not intended for the many students who have received special education services and are now able to enter competitive work situations and lead independent lives as adults.

A state human services agency is assigned to manage each eligible case through the 688 transition process. The assigned state agency coordinates the transition, work with the school, family, and individual who is disabled, and convenes an inter-agency team to write the Individual Transition Plan. The process is monitored by the Bureau of Transitional Planning at the Executive Office of Human Services.

How The System Works

The system is "area based" and designed to allow a person to remain where his or her family lives. The process is as follows:

- The local school district, through the 766 Evaluation Team, makes the decision that the person may need additional services beyond graduation or turning 22. The student and/or his parents may request the referral, but it must go through the local school district.

- The local school district forwards the case to the appropriate human services agency two years prior to the termination of a student's special education. In most cases, the agency receiving this referral is designated as the transitional agency.

- The Transitional Agency opens a client case file and assists with a referral to the Social Security Administration or the Chapter 688 Unit at the Massachusetts Rehabilitation Commission to establish eligibility.
- The Transitional Agency is responsible for developing an Individual Transitional Plan. Other appropriate human service agencies, school personnel, the family, and the person who is disabled participate.

The Plan is approved by the Executive Office of Human Services. This Individual Transitional Plan must be completed before the person finishes his or her education, when two year notice has been made. The Individual Transitional Plan spells out the services the individual actually needs and states those services that will be provided immediately upon graduation.

Each Individual Transitional Plan stays in effect until it is replaced by an adult service plan developed by the assigned human services agencies. This process is closely monitored by the Bureau of Transitional Planning at the Executive Office of Human Services.

Who is eligible?

All persons referred to Chapter 688 must be receiving special education services, in need of continuing services, and unable to work 20 or more hours per week in competitive, non-sheltered employment.

How is Eligibility Determined?

People who are automatically eligible for Chapter 688 services and require no further determination include anyone receiving SSI or SSDI based on their own disability, and anyone listed in the registry of the blind at the Massachusetts Commission for the Blind. A unit at the Massachusetts Rehabilitation Commission determines 688 eligibility for those who are not eligible for SSI. They will determine if a person can work 20 or more hours per week in competitive employment by reviewing an individual's records and scheduling a personal interview, a work evaluation and/or personal interview when necessary.

Is There an Appeals Process?

There are two kinds of appeals under 688. A person may appeal the eligibility decision that determined him/her ineligible for Chapter 688. Or a person may reject and appeal the Individual Transitional Plan after it has been signed by the Secretary of Human Services. All appeals are directed to the Bureau of Transitional Planning in the Executive office of Human Services.

CHAPTER 688 POLICIES AND PROCEDURES
February 1986
(Excerpts)

Responsibilities of the Local School District

1. Referral The local school district completes the referral package, selects the appropriate human service agency and sends a copy of the referral form to the Bureau of Transitional Planning.

2. Parent Information The local school district provides parents and family members with Chapter 688 brochures, information on Supplemental Security Income (SSI) and information on the termination of Chapter 766 entitlement to funding.

3. Interagency Cooperation The local school district assists the human service agencies with joint planning for a client's transition into adult services.

Responsibilities of the Transitional Agency

1. Screen client's case file to determine agency appropriateness.

2. Screen case file for SSI eligibility.

3. Send Chapter 688 Referral Status Form to The Bureau of Transition Planning.

4. Refer non-SSI eligible clients to the Chapter 688 Eligibility Unit.

5. Convene a transitional planning meeting for all Chapter 688 eligible clients. Include all appropriate agencies, family members, school personnel. Include area representatives for all state school clients.

6. Write an Individualized Transitional Plan (ITP) for all Chapter 688 eligible clients.

7. Have Area Directors or their designee approve all ITPs.

8. Send the ITP to the Bureau of Transitional Planning for approval.

9. Revise rejected ITPs and resubmit to the Bureau of Transitional Planning.

Responsibilities of the Bureau of Transitional Planning (BTP)

1. Receive a copy of the referral form from the local school district, or the whole case file for referrals made directly to the BTP.

2. Notify human service agency area office of designation as transitional agency. Notify local school district, client and other human service agencies of transitional agency designation.

3. Receive ITPs and prepare them for presentation to the Transitional Advisory Committee (TAC).

4. Send TAC approved ITPs to client/parent for their approval and notify them of their appeal rights.

5. Sends approved ITPs to local school districts. Sends approved/rejected ITPs to transitional agency.

6. Use an automated data management system to track and monitor referrals and ITPs. Monitor timely referrals with Department of Education. Monitor timely processing of referrals by agencies. Plan services and budget with human service agencies.

Responsibilities of the Transitional Advisory Committee (TAC)

1. Review all submitted ITPs for approval using the following criteria:

   - All human service agencies listed as responsible for service provision have attended the ITP meeting and have approved the draft plan.

   - Any plan requiring residential services within 12 months of the date of the plan has a contingency plan listed if the recommended services are not available.

   - Any plan listing an agency evaluation and services pending outcome of evaluation has a contingency plan listed if the client is determined ineligible for those agencies' services.

   - All plans require a cover sheet with the service codes listed for each service.

Responsibilities of the Reserve Team

1. Receives and reviews all EOHS Chapter 688 reserve requests for eligible Chapter 688 clients losing their entitlement to Chapter 766 funding.

2. Approves clients for temporary emergency funding based on the client's or family's circumstances and a documented potential for crisis.

EXAMPLE FOUR

THE JOB TRAINING AND TRYOUT PROJECT (JT&T)

Job Training and Tryout
11600 Nebel St., Suite 114
Rockville, Maryland 20852
301/468-0913

How was JT&T started?

The Montgomery County Association for Retarded Citizens (MCARC) saw that former special education students were unprepared for employment after completing their secondary school experience. MCARC collaborated with the Special Education Department of The George Washington University to develop the JT&T pilot project. MCARC sought and received funding, classroom space and instructor assistants from a number of private foundations, the local government and the school system's Department of Adult Education. The pilot program operated from August 1983 to August 1984. Fifteen participants enrolled in JT&T. Twelve were placed in competitive jobs.

In 1984, The George Washington University received funding from the U.S. Department of Education to expand JT&T as a model demonstration project and to study its effectiveness. In addition to the federal financial support, JT&T continues to receive support from local sources.

What is the purpose of JT&T?

JT&T is a "time-limited" transition project. Its goal is to assist former special education graduates make the switch from school to employment. The expected outcome for each participant is competitive employment within 6 months to a year after enrollment in this program.

Who is eligible for JT&T?

Applicants must be Montgomery County residents between the ages of 18-21, (federal grant sponsorship) or 22-26 (MCARC sponsorship). JT&T participants must have received high school special education services under the primary classification of mildly mentally retarded or severely learning disabled. Measured I.Q. scores of participants must fall between 55 and 90. Although this requirement excludes some individuals who might benefit from a time-limited transition program, it is mandated by the federal funding source and pertains to the research project. Once the program becomes solely community-sponsored, the I.Q. requirement will be reviewed and modified as needed. It is expected that each JT&T participant will demonstrate the motivation to be competitively employed. Participants must also know, or be willing to learn, how to use public transportation.

Components of JT&T

Employability Skills Training. Participants explore the range of occupations that exist in their communities, try a variety of simulated work tasks, learn their job-related strengths and limitations, practice appropriate personal and social skills, participate in mock interviews, and learn the job search and employment maintenance process.

Job Tryouts. Participants complete two eight-week unpaid internships on actual employment sites. Site selection is based on each participant's expressed interests as well as his or her performance in the classroom and on vocational assessments. The tryouts provide the participant with a first-hand look at the type of work in which he/she expresses interest, and provide data on the participant's personal, social, and work habits/skills. During the tryout period, participants must attend a weekly "work adjustment" seminar.

Supported Job Search/Placement/Follow-up. At the conclusion of the second tryout experience, a plan of action for each participant's job placement is initiated. The basic procedure is as follows: 1) all work-related data are compiled on the participant; 2) pertinent job areas are noted; 3) all involved parties begin searching for relevant job openings; 4) job openings are researched and the participant receives support in the interview/application process. Once on a job, the participant and employer receive training support from JT&T staff for a week. A regular schedule of contact and assistance is maintained by the staff for six months after initial employment. A monthly Job Club is held for all employed participants. This primarily social group also discusses timely topics related to work and independent living. The Montgomery County Association for Retarded Citizens trains volunteer job advocates to provide long-term employment support.

How are parents involved?

Prior to each new JT&T session, staff met with participants and their parents to outline the project's purpose, explain procedures, gather demographic data, and discuss the importance of parental support of the participants as adults rather than special education teenagers. Parents were informed that staff would work with clients directly as adults. All parents of participants who completed the program expressed a high level of satisfaction with the project.

During the program, staff made a number of observations about the parents' influence on training outcomes:

* Parents send "mixed messages" to their sons and daughters--demanding that they get out and work, but not allowing them to get their driver's licenses because they were "too immature"; encouraging them to stay home from work when they felt slightly ill; complaining because their children had to get up so early it disturbed the rest of the family; asking their children to take off work for family vacations.

* Many parents had very little understanding of their children's potential and limitations for education, training and employment. This resulted in highly unrealistic expectations or very limited expectations. Parents needed to be reminded of the demands of skill training programs and jobs.

* Some parents were asked to assist in modifying certain behaviors of the program participants, yet there was little follow-through. This resulted in continued inappropriate behavior by those participants.
* In several instances, parents jeopardized their children's jobs by calling the employers or insisting on driving their children to work, yet arriving late.

The JT&T staff came to realize that parents of former special education students in transition also need assistance in learning new ways to support their children as the latter assume new roles as wage earning citizens. The staff recommended that parent training activities be incorporated into the project to address the issues listed above as well as other topics such as requesting rent from their son or daughter in order to provide them with an incentive to work. Many of the participants did not perceive a genuine need to work because a majority of their financial and other needs were met by parents.

How have employers responded to JT&T?

Employers have been supportive and interested. JT&T has established over 100 job tryout sites, ranging from public to private, and from large corporations to "Mom & Pop" establishments. Employers have volunteered to conduct mock interviews and have invited JT&T participants to visit job sites. Employers have invited JT&T staff to speak at civic functions, and have hired JT&T participants. As of September, 1986, 30 individuals have completed JT&T and become employed. Ten others left the program prior to completion.

What types of jobs have JT&T participants found?

JT&T participants have found paid, competitive employment in a wide range of occupations. These positions include assistant graphic artist, microfilm processor, salad bar clerk, clothes racking clerk, optical lens processor, stock clerk, office clerk, warehouse worker, kitchen assistant, landscape architect's assistant, mailroom worker, and greenhouse assistant. The average starting wage for JT&T participants has been $4.27 per hour. Sixty percent of the jobs have been full time positions. Over half of the participants had to wait two to twelve months to receive employee fringe benefits.

What type of on-the-job support does JT&T provide?

JT&T staff provide on-site training during the first day of employment and as often as needed during the remainder of the first week on the job. Most participants required about five hours of training and support at the job site during their first week of work, but needed only a 15 minute followup call, plus another followup call to their employers, by week four. The staffmaintains regular contact with the participants through monthly job club meetings and telephone contacts. If intervention is necessary, the staff provides individual counseling and/or identifies additional resources.

How well have the JT&T participants adjusted to their first jobs?

The majority of participants have adjusted quite smoothly. However, the staff identified a variety of work adjustment problems experienced by the participants. The most common difficulties included:

* inappropriate social interactions with co-workers, supervisors, or customers
* inappropriate work habits, such as arriving late for work, leaving early, or maintaining disorganized work stations
* little initiative
* slow work pace
* non-assertiveness
* difficulty following directions
* repeated seizures.

Employers indicated that the majority of problems participants experienced were related to inappropriate work and social behaviors rather than task related. As problems were identified, the staff used different intervention techniques, such as developing behavior or production contracts, guiding the participant in practicing appropriate work habits, and assisting the supervisor in modifying directions and work tasks. In addition to the weekly and monthly scheduled followup, employers and participants were requested to notify the JT&T staff of any problems and potential concerns related to the job. JT&T staff acted as mediators in resolving these issues.

Do mildly handicapped individuals really need on-going employment support?

Most of the problems arising on the job were discovered by the JT&T followup, and not through employer, participant, or parent-initiated contact. Contrary to the belief that mildly handicapped persons do not need on-going support on the job, JT&T staff have observed that these individuals require some type of follow-up service for an indefinite period. The amount and type of follow-up must be individualized. Monthly telephone contact may suffice for the majority.

What is the purpose of the JT&T research project?

The goal of this research is to investigate the employment histories of all JT&T participants for a five-year period after initial job placement. Participants will be administered tests designed to look at their levels of career maturity, self concept, and decision making capacity. Interviews with the participants and their employers will yield information about their work adjustment and employment patterns. The study will document changes in participant behavior and will also compare the performance of JT&T participants with that of a control group.

Who are the project directors of JT&T?

Mary Ann Katski is the director of the model demonstration project. George Tilson is the director of the research project. Both are on the staff of The George Washington University's Department of Special Education. Anne Menotti and Mary Ann Blotzer of the Montgomery County Association for Retarded Citizens are the JT&T community liaisons.

EXAMPLE FIVE

A VOCATIONAL REHABILITATION APPROACH TO PROVIDING COMMUNITY BASED JOB TRAINING AND TIME LIMITED SUPPORTED WORK FOR INDIVIDUALS WHO ARE SEVERELY DISABLED

Wisconsin Division of Vocational Rehabilitation
160 Westgate Mall, Suite 10
Madison, WI 53711
608/266-3655

Program Summary

Goal: Provide community based employment training and on the job support for severely disabled individuals who have just finished their secondary school experience.

Scope: Serve six to ten individuals per year, for a maximum period of 12 months per person.

Method: Issue a contract for purchase of vocational rehabilitation services to the Job Network, a consortium of local job development/placement agencies. Job Network in turn sublets the contract to the participating agency most capable of providing these services.

Key Factors in the Program's Success

1. Availability of employers who are willing to participate in the training process and hire individuals who are severely disabled.

2. Availability of job developers and job coaches who can perform community based training and job coaching correctly and effectively.

3. Participation of agencies whose staff are not turf conscious and who can fairly apportion the work needed to help severely disabled individuals make an effective transition from school to work.

Excerpts from the 1986-1987 Contract with Job Network

Purchase and Quality of Services. Subject to the terms and conditions set forth in this contract and exhibits attached hereto (all of which are part of this contract), the Purchaser agrees to purchase for and the Provider agrees to furnish to eligible DVR clients the specified services from June 1, 1986 through May 30, 1987.

The exhibits attached indicate the services to be purchased. The purchaser reserves the right to increase or decrease the level of services to meet our needs or availability of funds. The Provider shall maintain staff to deliver the purchased services described in the exhibits attached.

Provider agrees to meet minimum state and federal service standards, as indicated in the Exhibits attached. Provider agrees to repay Purchaser, upon

demand, all funds not used for purposes chargeable to the contract. Provider certifies that no funds, public or private are being received for the costs of the services provided within the contract other than those funds being furnished by the Purchaser under the terms and conditions of the contract.

Revision and Termination. Either party to this contract may terminate same by giving written notice to the other party at least thirty (30) days prior to the effective date of such termination. Such notice of termination...shall be sent by registered mail.

Cost of Purchased Services. Subject to the limitations specified in the body of the contract, the rate for services will be as follows:

First 3 month period-full time involvement - $1,120 per month per client
Second 3 month period - 3/4 time involvement - $840 per month per client
Third 3 month period - 1/2 time involvement - $560 per month per client
Fourth 3 month period - 1/4 time involvement - $280 per month per client

Conditions on the Parties' Obligations. The provider shall not sublet or assign any part of the work under this contract other than to participating agencies. Other agencies may be included with written approval of the purchaser's administrator. The provider is responsible for fulfillment of the terms of this contract.

It is further agreed, if during the effective term of this contract, federal and/or state funds are reduced or cannot be obtained thereby effecting the continuance of the indicated level of purchased services, the obligations of the Purchaser, under the contract, shall be terminated and/or reduced without prejudice to any obligations or liabilities of either party accrued prior to such termination or reduction of funds.

Exhibit A

A Community Based Job Coaching Placement Program will provide direct, systematic instruction of job tasks and related vocational skills on a competitive job site in the community, based on the needs of those to be instructed.

The Provider will develop and implement a Community Based Job Coaching Placement program for six former special education students for up to twelve consecutive months of service. The special education students have been placed in community work sites by the school system. Based on the needs of these severely disabled individuals, services will be provided as follows:

First 3 month period - full time involvement
Second 3 month period - 3/4 time involvement
Third 3 month period - 1/2 time involvement
Fourth 3 month period - 1/4 time involvement

The program will provide the necessary training and support to enable the individuals to maintain competitive employment and earn at least 50% (gross) of the Federal minimum wage (based on 20 hours per week) in the week prior to termination of services or, if earnings fluctuate, an average of at least 50%

of the Federal minimum wage on a 20 hour/week basis over the 60 day period prior to termination of services regardless of the number of hours worked.

The Community Based Job Coach Placement program will have the following:

1. An individual written plan should be developed for each person to increase that person's productivity and to maximize earnings and independence. Each plan will include the following elements:
   a. the job or job family which is the training objective.
   b. identification of work-related skills/behaviors to be dealt with
   c. the performance standards against which the person's program will be assessed and the method of assessment
   d. the work assignment or environment
   e. the techniques and methods of instruction to be used
   f. health and safety procedures related to the job or the job family
   g. provisions to obtain support services to accomplish training objective
   h. recommendations for accommodations necessary to perform the job
   i. the time frames for the anticipated accomplishment of the goals
   j. the person(s) responsible for implementing various parts of the plan.

2. At least monthly, the person's plan for services, goals, and progress toward goals should be reviewed with changes being made as needed.

3. Nonwork needs of the individuals which may affect their functioning on the job should be identified, and referral made to supportive services in order to address these needs.

4. There should be an assessment of the appropriateness of each person's skill training or job objective. This assessment may be in the form of prior written evaluation recommendations or a person may be allowed to spend a specified period of time in training to appraise the likelihood of a successful outcome.

5. Information regarding special service needs, techniques, etc., should be communicated as needed. For example, tell co-workers about the behaviors/ disability, or conduct in-service training for supervisors and co-workers.

6. Wages paid each person should be in full for all work performed.

7. Each person should receive a written statement for each pay period indicating gross pay, hours worked, deductions, and net pay.

8. No persons will be placed on jobs in businesses being struck.

9. Any work sites developed by the provider must be evaluated as to appropriateness with regard to:
   a. accessible work environment
   b. availability of transportation to work place
   c. availability and consistency of work
   d. jobs matched with specific individuals with employer and employees
   e. opportunity to interact with non-handicapped people
   f. safety/health
   g. access to community resources
   h. access to job support services
   i. the employer's liabilities/responsibilities.

10. There must be a written statement that clearly delineates:
   a. the responsibilities of the employer
   b. the responsibilities of the worker
   c. wage payment practices
   d. fringe benefits
   e. work rules
   f. non-discrimination provisions
   g. employer grievance and appeal procedures.

11. Records will be kept by the Provider and will include as a minimum:
   a. summary of work experience sites
   b. dates started/ended at each site
   c. days/time on site
   d. frequency of job coach contacts and hours spent
   e. tasks/activities performed
   f. summary of performance
   g. salary source/rate of pay
   h. transportation to site
   i. individual written plan and changes, if any
   j. monthly progress reports
   k. DVR authorizations.

12. Progress reports will be submitted monthly to the assigned DVR counselor describing each person's progress in meeting the goals of the individual's written plan in both work-related and non work-related areas.

PART III

EVALUATING THE EFFECTIVENESS OF TRANSITION PROGRAMMING

Two crucial elements in developing effective transition services are:

1) determining how effectively each student is being prepared to make that transition;
2) determining the degree to which each student actually achieves an appropriate personal and vocational transition.

This section contains two forms which can be used to help determine the effectiveness of a transition program. The first form, entitled "Student's Transition Foundation", is designed to help an instructor, parent, or advocate determine whether or not a student is being prepared to make the transition to post school options. The form highlights two key issues: major post school goals which should be the focus of secondary programming, and the student's current status in developing the skills needed to achieve those goals.

If a student is to make an effective transition to post high school options, a proper foundation is essential. For this reason, a review of each student's post school goals and progress being made toward them should be carried out at least annually. This review would seek to determine whether post school goals have been established, what those goals are, what skills each student has already developed, and what skills must be worked on prior to graduation in order to enhance that student's chances of an effective transition. Each student's IEP should then, of course, be modified to meet the transition preparation needs identified in this review.

Because the typical special education student is not highly self directed nor well versed in setting and achieving goals, someone must assume responsibility to ensure that each student develops skills needed to achieve his or her post school goals. Thus page one of this form stresses the need to specify which individuals are responsible for instructing each student in the behavioral objectives associated with each of that student's post school goals.

The second and third pages of this form focus on the student's current proficiency in key skills and behavioral objectives associated with the goals specified. In using this portion of the form, determine which specific skills were achieved by the student up to the time of the review, how these skills were measured, by whom they were measured, and when they were measured. If the user of this form cannot determine whether or not a student has mastered any skills in the categories listed, he or she should be very concerned about the quality of that student's preparation for transition to post school options.

So too, if the user of this form is unable to determine how the student's performance on any given behavioral objective was measured, or if this measurement was so vague (e.g. "satisfactory", "good", "exceeds expectations") that one cannot describe in concrete terms what it means, this too should be cause for concern. For example, if a "Money Management" objective stated "the student will learn to establish and follow a monthly budget," an acceptable performance measure would be "student establishes monthly budget in the

be very threatening to staff who are listed as responsible for working with each student to attain his or her post-school goals. But if an effective transition program is to be implemented, specificity and personal responsibility are crucial.

The final page of this form focuses on post high school training and support services. Not every student will, or should, enroll in formal post high school training. Nor will every former special education student need an array of post high school support services. However, for those who do, the appropriate linkages must be established before that student completes his or her high school experience. Such linkages must include specifying which staff in which agencies will be responsible for each support service needed. In addition, a timetable must be set regarding when these support services will begin, and how long they are expected to last. Too often, staff from schools and adult service agencies assume a passive approach, in which they make one or two phone calls, consider that effort sufficient for referral purposes, and assume that the students will be self directed, self confident, and skilled enough to follow through on their own. The extremely high unemployment rate among handicapped adults nationwide would seem to indicate that this approach has grave weaknesses.

The second form, entitled "Transition Effectiveness Survey", is designed to help school staff assess the effectiveness of their transition program. The form is, in effect, a followup instrument which could be used to collect data (by phone or by mail) on the post school status of former special education students.

For best results, all former special education students should be surveyed, and the resulting data compared on a year to year basis. Ideally, similar data should be collected on former special education students who left the school system prior to the initiation of a systematic transition plan. This data would serve as a reliable baseline against which to compare subsequent followup results.

Figure One

STUDENT'S TRANSITION FOUNDATION

Student Name _____ Person Completing Form _____
Address _____ Title _____
City _____ Address _____
State _____ Zip_____ City _____
Phone Number _____ State _____ Zip_____
Phone Number _____ Date_____

Student Goals

Living Arrangements

Current status_____

Goals	Completion Date	Person(s) Respon.
1. _____	_____	_____
2. _____	_____	_____

Vocational Preparation

Current status_____

Goals	Completion Date	Person(s) Respon.
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Employment

Current status_____

Goals	Completion Date	Person(s) Respon.
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Independent Living Skills

Behavioral Objective	Present Performance Level/measurement Meth.	Persons Responsible	Date Measured
A. Grooming/Hygiene/Health			
1.			
2.			
3.			
4.			
5.			
B. Money Management			
1.			
2.			
3.			
4.			
5.			
C. Communication/Social Skills			
1.			
2.			
3.			
4.			
5.			
D. Safety/Emergency Procedures			
1.			
2.			
3.			
4.			
5.			
E. Travel in the Community			
1.			
2.			
3.			
4.			
5.			

F. Leisure Time Activities

1. _____ _____ _____ _____
2. _____ _____ _____ _____
3. _____ _____ _____ _____
4. _____ _____ _____ _____
5. _____ _____ _____ _____

G. Food Acquisition/Preparation

1. _____ _____ _____ _____
2. _____ _____ _____ _____
3. _____ _____ _____ _____
4. _____ _____ _____ _____
5. _____ _____ _____ _____

H. Housing Acquisition/Maintenance

1. _____ _____ _____ _____
2. _____ _____ _____ _____
3. _____ _____ _____ _____
4. _____ _____ _____ _____
5. _____ _____ _____ _____

Employment Preparation

Behavioral Objective	Present Performance Level/measurement Meth.	Persons Responsible	Date Measured

A. Academic Skills

1. _____ _____ _____ _____
2. _____ _____ _____ _____
3. _____ _____ _____ _____
4. _____ _____ _____ _____
5. _____ _____ _____ _____
6. _____ _____ _____ _____
7. _____ _____ _____ _____
8. _____ _____ _____ _____
9. _____ _____ _____ _____

B. Prevocational Skills (e.g. accepting supervision, punctuality)

1. _____ _____ _____ _____
2. _____ _____ _____ _____
3. _____ _____ _____ _____
4. _____ _____ _____ _____
5. _____ _____ _____ _____
6. _____ _____ _____ _____
7. _____ _____ _____ _____
8. _____ _____ _____ _____
9. _____ _____ _____ _____

C. Vocational Skills Taught in Class

1. _____ _____ _____ _____
2. _____ _____ _____ _____
3. _____ _____ _____ _____
4. _____ _____ _____ _____
5. _____ _____ _____ _____
6. _____ _____ _____ _____
7. _____ _____ _____ _____
8. _____ _____ _____ _____
9. _____ _____ _____ _____

D. Work Experience/On the Job Training

1. _____ _____ _____ _____
2. _____ _____ _____ _____
3. _____ _____ _____ _____
4. _____ _____ _____ _____
5. _____ _____ _____ _____
6. _____ _____ _____ _____
7. _____ _____ _____ _____
8. _____ _____ _____ _____
9. _____ _____ _____ _____

Post High School Training

Name of Training Program_____

Enrollment Deadline_____

Organization Providing Training_____

Address_____ City_____ Zip_____

Contact Person for Intake/Enrollment_____

Office Hours_____ Phone Number ___/_____

Person Responsible for Helping
This Student to Enroll_____Phone Number___/_____

Person Responsible for Post-
Enrollment Support, if Needed_____Phone Number___/_____

Post High School Support Services

Service	Person & Agency Providing Service	Start	End
1. Supervised Living Arrangement			
2. Job/Career Counseling			
3. Job Placement			
4. Post Employment Job Coaching			
5. Transportation to/from work			
6. Social Security Benefits			
7. Personal Counseling			
8.			
9.			
10.			
11.			
12.			

Figure Two

TRANSITION EFFECTIVENESS SURVEY

Your Name_____ Birthdate_____

Current Address_____ City_____

State_____ Zip Code_____ Phone Number_____/_____

Year you graduated from school_____

WORK

Please check the answer which fits you now:

_____employed full time (35 hours a week or more)

_____employed part time (34 hours a week or less)

_____military service
branch of service_____

your military job_____

_____unemployed and looking for work

_____unemployed and NOT looking for work

_____homemaker and looking for paid work

_____homemaker and NOT looking for paid work

IF YOU ARE WORKING AT A JOB FOR PAY, please answer the following:

Job title_____

Main duties you must carry out on this job_____

_____

How long have you been working at THIS job?_____

Employer's name_____

Address of the place you work_____

City_____Zip Code_____

May we contact your supervisor to see how well you are doing?

_____no

_____yes

If it is ok to talk to your employer, please **print your supervisor's name** on this line_____

and **sign your name** on this line:_____

WORK, continued

How much do you earn per hour: $_____/hour

Number of hours you work each week_____

Please check ALL fringe benefits you get on this job:

_____ None	_____ FICA
_____ Paid vacation	_____ Worker's compensation
_____ Paid holidays	_____ Unemployment compensation
_____ Paid sick days	_____ Medical insurance
_____ Pension	_____ Dental insurance
_____ Life insurance	_____ Other (describe)_____

Who helped you get the job you have now? Please check the right answer:

_____ co-op program teacher
_____ special education teacher
_____ other teacher from school
_____ vocational rehabilitation counselor
_____ Job Service counselor
_____ your parents, brother, or sister
_____ a friend or neighbor
_____ no help from anyone

Is your present job the same one you had since leaving school? ____yes ____no

If NO, how many jobs have you had since leaving school? ____

How long did it take you to find
your FIRST job after leaving school? _____

SCHOOL

Are you going to school now? ____no ____yes

If you ARE going to school now, check which one:

____ a vocational school--one year diploma program
____ a vocational school--two year associate degree program
____ a four-year college program
____ an apprentice program
____ an on-the-job training program
____ other (please tell us what it is)_____

If you are in school, what is the name of the school?_____

What is your area of study?_____

INCOME

What are your sources of income? Check ALL that apply:

____ your job
____ your family
____ your roommate
____ your spouse
____ social security
____ welfare
____ workfare
____ vocational rehabilitation
____ other

LIVING SITUATION

Who are you living with?

Please check the right answer:

____ nobody but myself
____ parents
____ other relative
____ your spouse
____ group home
____ room mate
____ other

If you live in your own home or apartment, did anyone help you get this place to live? ____ yes ____ no

Does anyone help you make up a budget or manage your money? ____ yes ____ no

Does anyone help you buy your food? ____ yes ____ no

Does anyone help you get your meals ready? ____ yes ____ no

TRAVEL

How do you get to work and back home again? _____

How do you get to the grocery store, or other stores? _____

Do you have a driver's license? ____ yes ____ no

RECREATION

What do you do when you are not at work? Check ALL that apply?

____ play sports ____ read
____ take naps ____ watch TV
____ visit friends ____ do crafts
____ do hobbies ____ go to movies....
____ drive around ____ walk around

PERSONAL NEEDS

Do you any of the following people work with you:

____ case worker
____ social worker
____ job coach

MEDICAL NEEDS

Do you have a "Green Card"? ____ yes ____ no

OTHER INFORMATION

Was there anything you now wish you learned in high school but did not? ____ yes ____ no

If you answered "yes" what did you wish you had learned while in high school? Check all that apply.

____ how to manage your money
____ how to manage your time
____ how to stand up for yourself
____ how to handle emergencies
____ how to get medical help if needed
____ how to keep yourself neat and clean
____ how to buy and cook food
____ how to keep your house/apartment neat and fixed up
____ other_____

What services do you need NOW but are not getting? Check all that apply.

____ job or career counseling
____ personal counseling
____ transportation
____ job club or other support group
____ other_____

Organizations

THE EMPLOYMENT NETWORK provides technical assistance to states and organizations involved in implementing supported employment and transitional employment programs for people with disabilities. This project provides assistance in the areas of employment service innovation, emerging employment options, state systems to promote employment, and information management. Primary recipients of technical assistance are states funded as demonstrations by the U.S. Department of Education, Rehabilitation Services Administration. Other organizations and states will be provided technical assistance to the extent possible. Technical assistance is provided through direct consultation, information dissemination, and seminars or conferences.

Project outcomes include: a model for identifying state level needs in order to promote supported and transitional employment; a process for specifying the nature and amount of technical assistance needed to promote employment opportunities in given states; identification of materials and training techniques that address the development of employment opportunities; and a process for evaluating the impact of technical assistance on state level development of supported and transitional employment.

For additional information, contact:

David Mank or Jay Buckley
The Employment Network
University of Oregon
College of Education
Eugene, OR 97403-1211
503/686-5311

THE SECONDARY TRANSITION INTERVENTION EFFECTIVENESS INSTITUTE is funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Directed by Frank Rusch and co-directed by L. Allen Phelps, the Transition Institute addresses both the theoretical and practical problems of transition from school to work for youths with handicaps. Transition Institute staff perform research, evaluation and technical assistance activities. The research program studies and formulates interventions at four levels of analysis: individual, small group, community, and society.

The evaluation program collects and summarizes information about model programs funded under OSERS' secondary and transition services initiative. Data are collected annually on inservice demonstration models, cooperative models, youth employment projects, post-secondary projects, and "transition from school to work" projects. The evaluation program helps directors of model projects select and use appropriate instruments and procedures for assessing students' entering and exiting skills. A taxonomy of instructional objectives and an inventory of assessment procedures will be developed. The evaluation program also examines the educational, employment and independent living outcomes attained by handicapped youth as they leave school and enter the work force.

For additional information, contact:

Dr. Frank Rusch, Director
Secondary Transition Intervention Effectiveness Institute
College of Education
University of Illinois
110 Education Building
1310 South Sixth St.
Champaign, IL 61820
217/333-2325

Publications

Decoteau, J. P., Leach, L. G., & Harmon, A. S. (1986). Handbook for project directors. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

This 133 page publication provides the project names, descriptions, and contact persons for projects funded during 1985-86 by the U.S. Office of Special Education and Rehabilitative Services in the following areas: model demonstration programs (post-secondary), service demonstration projects (transition), cooperative models for planning and developing transition services, and transitional strategies and techniques.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

Harnish, D. L., Chaplin, C. C., Fisher, A. T., & Tu, J. (1986). Transition literature review on educational, employment, and independent living outcomes. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

This 179 page publication provides a review of documents which focused on education, employment, and independent living outcomes across ten handicapping conditions, including those students considered disadvantaged. In addition to studies which focused on the disadvantaged, outcome studies reviewed covered persons who are learning disabled, mentally retarded (mild, moderate, severe/profound), seriously emotionally disturbed, hard of hearing/deaf, orthopedically handicapped, other health impaired, visually impaired, multi-handicapped, and deaf-blind. Both published and unpublished material have been reviewed. One hundred documents are summarized in this publication.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

Harnish, D. L., Lichtenstein, J. S., Langford, J. B., & Tu, J. (1986). Digest on youth in transition. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

This 143 page document is the first in a series of annual descriptions of data that examine the educational, employment, and independent living outcomes attained by handicapped youths as they exit school and enter the work force. This publication presents data on the percentages of youth served, by handicapping condition, at the state level for the 6-17 year old group versus the 18-21 year old group. In addition, characteristics of handicapped and nonhandicapped youth, as provided in the High School and Beyond data Base, are used to compare educational outcomes and employment rates for handicapped and non handicapped youth, as well as depict salient differences in educational and employment outcomes among six specific categories of handicapped youth.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

Leach, L. N., & Harmon, A. S. (1986). Annotated bibliography on transition from school to work. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

This 283 page publication provides succinct yet meaningful descriptions of 431 documents which address issues relating to the transition of handicapped youth from school to work and other options of adulthood.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

DeStefano, L., & Linn, R. (1986). Review of student assessment instruments and practices in use in the secondary/transition project. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

This 258 page publication reports the results of a research study whose purpose was to determine the current status of instrumentation and practices used for student assessment by programs dealing with the transition of special education students from school to work or postsecondary education. The study also sought to determine in which areas current practice was unable to meet the changing demands on transitional services. This publication also reviews 112 commercially available assessment instruments/packages.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

McCarthy, P., Everson, J., Barcus, M., & Moon, S. (1986). Vocational transition: a priority for the '80s. Project TIE, 1, (1), 1-7.

This newsletter, published by staff of the Transition Into Employment Project, provides a practical description of a transition team, suggests ways to establish one, and offers ideas about developing transition plans for youth who are handicapped.

For more information, write to Project TIE, 131 West Main St., Richmond, VA 23284-0001; or call 804/257-1851.

Maddox, M., & Edgar, E. (1985, June). Maneuvering through the maze: transition planning for human service agency clients. Unpublished manuscript. University of Washington, Child Development and Mental Retardation Center, Seattle.

This 17 page document discusses the issue of transition within the context of interagency collaboration, and examines a number of transition points in the lives of individuals who are handicapped. The article also presents a conceptual framework for the notion of transition, and examines reasons why individuals make transitions. The work also discusses seven critical issues that cut across many different types of interagency transitions: awareness, eligibility/program entrance criteria, information exchange/communication, program planning before transition, feedback/followup after transition, written procedures, and parent involvement.

For more information, write to the Child Development and Mental Retardation Center, University of Washington, Seattle, WA 98195; or call 206/543-4011.

New York Area Study Group on Transition. (1986). Reflections on transition: model programs for youth with disabilities. New York: City University of New York, Center for Advanced Study in Education.

This 186 page publication describes 10 transition projects funded by the U.S. Office of Special Education and Rehabilitative Services in the New York Area. Five of the projects worked with students on the transition to employment, three on the transition to post-secondary education, and two on building capacity--one in developing a system to match disabled college graduates with employers, and the other in developing a system to include students with handicapping conditions in the newly established New York City Job and Career Center. Three projects served only learning disabled students, one each served hearing impaired and autistic individuals, and the other five worked with more diverse groups of persons with handicaps. Six of the projects are conducted by universities, and four by disability services organizations.

For more information, write to the Center for Advanced Study in Education, Graduate School, City University of New York, 33 West 42nd Street (620N), New York, NY 10036.

Rusch, F. R., McNair, J., & DeStefano, L. (1986). School-to-work research needs. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

This 86 page publication describes research which identified problem areas that researchers should address if they wish to improve rehabilitation and educational interventions for individuals who are handicapped. One study reported in this publication identified 25 questions of general concern. A second study prioritized these questions based on feedback from researchers, model program developers, and administrators in rehabilitation, vocational education and special education. The publication also describes an analysis of these questions, and their interrelationships.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

Sarkees, M. D., & Scott, J. L. (1985). Vocational special needs. (Second Edition). Alsip, IL: American Technical Publishers.

This book is suitable for either a preservice or inservice training text. It consists of twelve modules addressing the vocational preparation of special needs learners. Topics include referral, identification, and placement of special needs learners; vocational assessment; individualized education programs; interagency collaboration and cooperative planning;applying rehabilitation technology; and transition, job placement and followup.

For ordering information, write to American Technical Publishers, 12235 S. Laramie Ave., Alsip, IL 60658, or call 312/371-9500.

Schloss, P. J., McEwen, D., Lang, E., & Schwab, J. (1986, Spring). PROGRESS: A model program for promoting school to work transition. Career Development for Exceptional Individuals, 9, 16-23.

This article describes the PROGRESS model (Providing Realistic Opportunities for Gainful Rehabilitative Employment Success in Society). This model establishes a curriculum and training link directly from school to work, and thus ensures that moderately and severely handicapped youths have the opportunity to obtain gainful employment in their home communities.

Stake, R. E. (1986). Issues in research on evaluation: improving the study of transition programs for adolescents with handicaps. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

Topics covered in this 201 page publication include: needed research on evaluation: improving the study of transition programs; evaluating effectiveness; transition issues that affect research on evaluation; needed research on optimizing the structure of evaluation designs; and situational context as influence on evaluation.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

Wehman, P., Kregel, J., & Barcus, J. M. (1985). From school to work: a vocational transition model for handicapped students. Exceptional Children, 2, 25-37.

This paper presents a three stage vocational transition model for handicapped youth as they move into adulthood. The model is characterized by the need for secondary programs that reflect a functional curriculum, integrated services, and community based instruction. The transition process should be initiated well before graduation, should involve parent and adult service providers, and should be formalized. Postsecondary vocational alternatives should reflect paid employment outcomes and reflect a diversity of options for mildly, moderately, and severely handicapped youth. Finally, greater followup of handicapped students into adulthood by school systems is mandatory if we are to assess how effective our programs are in reducing the extraordinarily high unemployment rate of disabled persons in this country.

Wehman, P., Moon, M. S., & McCarthy, P. (1986, January). Transition from school to adulthood for youth with severe handicaps. Focus on Exceptional Children, 18, 1-12.

This article provides a comprehensive description of employment alternatives for persons with severe handicaps.

West, L., Gritzmacher, H., Johnson, J., Boyer-Stephens, A., & Dunafon, D. (1986). Missouri transition guide. Columbia, MO: Missouri LINC.

This 175 page publication is composes of five sections: an overview of transition, Missouri LINC's transition model, program planning and evaluation, transition information, transition resources, and a glossary.

For ordering information, write to Missouri LINC, University of Missouri-Columbia, 609 Maryland, Columbia, MO 65211, or call 314/882-2733.

REFERENCES

Barcus, M., Kregel, J., Moon, S., Rehder, K., & Wehman, P. (1986). School to work transition. RRTC, 2,1-5.

Harris, L. et. al. (1986). Disabled Americans' self perceptions: bringing disabled Americans into the mainstream (Summary). Washington, DC: Author.

Loomis, R., Bartelt, J., Miller, L., Taylor, D., & Towne, S. (1986). Followup vocational data on graduates of programs for mildly retarded students. Madison, WI: Madison Metropolitan School District.

Wehman, P., & Hill, J. (Eds.). (1985). Competitive employment for persons with mental retardation: from research to practice. Vol. 1. Richmond, VA: Virginia Commonwealth University, School of Education, Rehabilitation Research and Training Center.

REPLICATING JOBS IN BUSINESS & INDUSTRY FOR PERSONS WITH DISABILITIES

JOB REPLICATION FORM

Purpose

The purpose of the Jobs Replication Form is to obtain information about jobs persons with disabilities perform in business and industry and in the public sector.

People with disabilities need role models that help raise their aspirations and expectations about jobs they can perform. Teachers, counselors, job placement personnel and employers also need exemplary employment models to use when working with people who are disabled. The information you supply will help us to create a catalog of job descriptions that provides these role models.

Instructions for Completing the Jobs Replication Form

The Jobs Replication Form is divided into three sections:

1. General Information about your business or industry.
2. Job Information about a particular job performed successfully by a particular employee who is disabled. Please select one specific disabled employee and describe that person's job.
3. Considerations that enabled this person to be hired initially and to succeed in this job.

PLEASE READ EACH QUESTION CAREFULLY

Complete each question by checking those items that best answer the question or by writing the information requested. You will need approximately 20 to 30 minutes to complete this form. Please feel free to photocopy the Jobs Replication Form if you wish to provide information about more than one employee with a disability.

REMINDER - PLEASE COMPLETE THIS FORM FOR ONLY ONE EMPLOYEE

Release of Information

Please sign the following release of information.

Permission is granted to include the information on this form in a catalog of jobs that will serve as role models for employing persons with disabilities.

(Company) _____ (Signature) _____

(Date) _____ (Title) _____

Please send your completed Jobs Replication Form in the business reply envelope to:

Lloyd W. Tindall
Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Bldg.
1025 W. Johnson Street
Madison, WI 53706

THANK YOU FOR YOUR HELP.

Vocational Studies Center
School of Education • University of Wisconsin-Madison

Section I GENERAL INFORMATION

(Company Name) _____

(Address) _____

(City, State, Zip) _____

(Person who completed this form) (Title) _____

(Person to contact for more information) (Title) _____

( ) _____
(Telephone Number)

1. Description of Company

Please describe your company (include main product or service). _____

_____

_____

2. Number of Employees

Total Company _____ This Site _____

3. Worker's Disability

_____

Section II JOB INFORMATION

4. Title of Position Held by Employee Who is Disabled

_____

5. Work Schedule

Status: ___ Permanent ___ Seasonal ___ Temporary

Number of days per week _____

Total hours per day _____

Time of work _____ a.m./p.m. to _____ a.m./p.m.

Rotating shifts? ___ Yes ___ No

6. Standard Amount of Direct Supervision Provided

___ none
___ minimal
___ moderate
___ maximal

7. Employment History

Time with the company _____

Time in this position _____

8. Probationary Period ___ No ___ Yes

If yes, how long? _____

9. Wages

___ Hourly $ ____.____ per hour

___ Salaried $ _____ per month

10. Benefits

___ None
___ Paid vacation
___ Paid holidays
___ Paid sick days
___ Pension
___ Life Insurance
___ FICA
___ Worker's compensation
___ Unemployment compensation
___ Medical insurance
___ Dental insurance
___ Other (specify)

_____

11. Examinations Required

___ None
___ Physical
___ Hearing
___ Vision
___ Other (specify)

_____

12. Work Setting (e.g., farm, office, factory)

(specify) _____

227

13. Academic Credentials Required

___ None
___ GED
___ High school diploma
___ Associate degree
___ Bachelor's degree
___ Master's degree
___ Doctorate

___ Other (specify) _____

___ Certificate (specify)
_____

___ License (specify)
_____

14. Other Job Requirements

___ None
___ Age (minimum/maximum) _____
___ Driver's license
___ Own vehicle
___ Uniform
___ Union membership
___ Polygraph
___ Bondable

___ On call
___ Dress code
___ Civil Service exam
___ Other (list)
_____

15. Work Experience

___ None ___ Preferred ___ Required

Describe

_____

_____

16. Environmental Conditions Related to This Job

___ Hot
___ Cold
___ Humid
___ Dry
___ Wet
___ Dust
___ Dirt
___ Odors
___ Noise
___ Inadequate ventilation
___ Inadequate lighting
___ Vibration

___ Mechanical hazards
___ Moving objects
___ Cramped quarters
___ High places
___ Burns
___ Electrical hazards
___ Explosives
___ Radiant energy
___ Toxic conditions
___ None

___ Other (specify)
_____

17. Special Conditions

___ None
___ High rate of production
___ Precision/quality
___ Distracting conditions
___ High level of stress (deadlines, etc.)

___ Other (specify)_____

_____

18. Work Group (check all that are appropriate)

___ Works alone ___ Small group (1 - 10)

___ One-to-one ___ Large group (11 or more)

19. Narrative Description of the Job
(please describe the job in your own words -- include specific tasks)

_____

_____

_____

_____

_____

20. Physical Demands of This Job (estimate percentage for each category -- answers to A, B, C, and D should total 100%)

A. SEDENTARY WORK (lift 10 lbs. max., limited walking or standing)
_____% of time

B. LIGHT WORK (lift 20 lbs., carry 10 lbs. max., stands up to operate equipment, also walks)
_____% of time

C. MEDIUM WORK (lift 50 lbs., carry 25 max., walks, stands continuously during some operations)
_____% of time

D. HEAVY WORK (lift 100 lbs. max., carry up to 50 lbs.)
_____% of time

21. Physical Activities Performed on This Job

___ Push
___ Pull
___ Reach
___ Run

___ Climb
___ Balance
___ Stoop
___ Kneel

___ Crouch
___ Crawl
___ Sit
___ Turn

___ See
___ Color vision
___ Depth perception
___ Hear

___ Sense of smell
___ Sense of taste
___ Sense of touch
___ Finger dexterity

___ Other (specify) _____

22. Duties of This Worker (check if SIGNIFICANT part of the job)

A. Leadership/Administrative/Managerial Tasks

___ Provide leadership
___ Develop company policies
___ Implement company policies
___ Recruit, hire, and terminate personnel
___ Specify goals and work tasks of others
___ Supervise personnel
___ Represent the company at internal functions
___ Represent the company at external functions
___ Report to a board of directors

___ Other (specify) _____

B. Problem Solving/Reasoning Tasks

___ Determine own work activities
___ Recognize and use appropriate procedures
___ Conduct work activities in appropriate sequence
___ Obtain resources needed to carry out work (e.g., equipment, materials, personnel, funds)
___ Recognize the effects of changing quantity or quality of materials
___ Collect and organize information
___ Analyze and synthesize information
___ Identify alternative approaches/solutions
___ Review progress periodically
___ Evaluate for accuracy and completeness
___ Correct deficiencies
___ Summarize and draw conclusions
___ Devise new ideas and better work methods

___ Other (specify)_____

C. Communication Tasks

___ Listen
___ Follow intent of oral directions
___ Talk
___ Speak clearly
___ Use appropriate vocabulary and grammar
___ Stay on the topic in job-related conversations
___ Report accurately what others have said
___ Give clear oral instructions and directions
___ Explain activities and ideas clearly
___ Effectively present information to groups

___ Other (specify)_____

D. Writing Tasks

___ Copy accurately
___ Write legibly
___ Complete forms accurately (e.g., invoices, sales slips, requisitions)
___ Write sentences in standard English (e.g., spelling, word choice)
___ Organize, select, and relate ideas in writing (e.g., correspondence, messages, memos)
___ Produce intelligible written documents (e.g., research reports and summaries)
___ Identify and correct errors in writing

___ Other (specify)_____

E. Reading Tasks

___ Identify work-related symbols/signs
___ Read simple directions
___ Read technical information

___ Other (specify) _____

F. Computer Tasks

___ Enter data into computers
___ Access data from computers
___ Perform word processing
___ Write programs
___ Perform systems analysis

___ Other (specify)_____

G. Mathematical Tasks

___ Count
___ Understand order (e.g., first, second, last)
___ Understand concepts of greater than & less than
___ Handle basic calculations (+, -, x, /)
___ Estimate quantities needed to do a job
___ Calculate costs (e.g., interest, discounts, depreciation, prices, taxes)
___ Use numerical values from charts, diagrams, tables
___ Construct diagrams, charts, records using numerical calculations
___ Make and use measurements (standard, metric)
___ Use formulas (translating, substituting values)
___ Prepare budgets

___ Other (specify)_____

H. Manual/Perceptual Tasks

___ Eye-hand coordination
___ Hand work (e.g., sort, fold, pack)
___ Construct, fabricate or assemble materials
___ Use job-specific hand tools & equipment (specify)

_____

_____

___ Operate job-specific power tool(s) (specify)

_____

_____

___ Set up machine(s)

___ Operate machines(s) (specify)

_____

_____

___ Tend machine(s) (specify)

_____

___ Use keyboard skills

___ Develop visual presentations (e.g., charting, drawing, illustrating)

___ Other (specify)_____

I. Other Significant Duties or Job Features Not Covered in Items A through I (describe)

_____

_____

Section III

CONSIDERATIONS FOR THIS HANDICAPPED WORKER

23. Limitation(s) of the Employee

A. Personal/Social Limitations

___ Low frustration tolerance
___ Acceptance of supervision
___ Interactions with coworkers
___ Other (specify)

_____

B. Limitations on Work Assignment

___ Cannot work alone
___ Cannot work in a group
___ Other (specify)

_____

C. Academic Limitations

___ Reading
___ Writing
___ Spelling
___ Mathematics
___ Other (specify)

_____

D. Communicative Limitations

___ Remembering
___ Hearing
___ Speaking
___ Following spoken directions
___ Following written directions
___ Other (specify)

_____

E. Physical Limitations

___ Vision
___ Feeling/sensory
___ Handling, fingering
___ Lifting, carrying
___ Pushing, pulling
___ Standing, walking
___ Kneeling, squatting
___ Limited stamina
___ Other (specify)

_____

F. Health Limitations

___ Chronic pain
___ Allergies
___ Respiratory problems
___ Circulatory problems
___ Other (specify)

_____

24. Personal Strengths

Please list the three strengths that are most important to this employee's success in this job.

_____

_____

_____

25. Financial Incentives

Did you receive any financial support for hiring this employee (e.g., targeted jobs tax credit, on-the-job training wage subsidy)? ___ No ___ Yes If yes, please describe.

_____

26. Training

A. What is the standard training period for this job? _____ hours _____ days _____ months

B. Was any special training required for this worker after hiring? ___ No ___ Yes

If yes, please describe. _____

Who provided this instruction?
(e.g., job coach, supervisor) _____ How often was/is this special training required? _____

Please describe any special training materials used. _____

_____

Does the company recognize completion of this special training? ___ No ___ Yes If yes, please indicate.

___ Grade ___ Certificate ___ Entered permanent employment ___ Wage increase Other _____

29. Job Accommodations Were any accommodations required to maintain this employee on this job? ___ No ___ Yes If yes, please describe below.

Type of Accommodation	Describe Problem	Describe Solution	Estimated Additional $ Cost & Staff Time
A. JOB PLACEMENT/FOLLOW-UP (e.g., Job Service, Vocational Rehabilitation)			
B. JOB COACHING (training and support provided by outside agency) . . .			
C. SUPERVISION (e.g., monitoring by a co-worker)			
D. JOB RESTRUCTURING (e.g., sharing jobs, job ladders)			
E. SCHEDULE (e.g., diabetic's frequent meal breaks, Flextime). . . .			
F. JOB TASKS (e.g., sales by phone for mobility impaired) . . .			
G. PERSONAL ASSISTANCE (e.g., health aide, interpreter)			
H. AIDS AND DEVICES (e.g., TTY, Braille typewriter, puff control). .			
I. EQUIPMENT (e.g., lowering bench, oversized knobs or handles).			
J. WORKSITE (e.g., rearranging work area).			
K. BUILDING (e.g., accessible bathroom, ramp).			
L. TRANSPORTATION (e.g., public, private, or family). . .			
M. COUNSELING (e.g., career, financial, or mental health). . . .			
N. OTHER (please specify)			

30. What other factors would help another employer replicate this job for someone with a similar disability?

THANK YOU VERY MUCH FOR YOUR HELP

Appendix B

YOU CAN HELP US EXPAND
JOB OPPORTUNITIES IN BUSINESS
AND INDUSTRY FOR PERSONS WITH DISABILITIES

In Two Ways

1. Identify and submit information on a job held by a person with a disability by completing the Job Replication Form. See Appendix A page 195.

2. Identify employers of persons with disabilities by completing the form below.

FILL OUT AND MAIL YOUR JOB REPLICATION FORM AND EMPLOYER FORM TO:

Lloyd W. Tindall
Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Bldg.
1025 W. Johnson St.
Madison, WI 53706

or call (608) 263-3415 and give us the information by telephone

Employer Form

JOBS REPLICATING JOBS FOR HANDICAPPED PERSONS IN AMERICAN BUSINESS & INDUSTRY

Help us by supplying names of employers of handicapped workers:

1. _____ _____ _____
COMPANY NAME ADDRESS CITY STATE ZIP

_____ ( ) _____
CONTACT PERSON TELEPHONE NUMBER TYPE OF JOB

2. _____ _____ _____
COMPANY NAME ADDRESS CITY STATE ZIP

_____ ( ) _____
CONTACT PERSON TELEPHONE NUMBER TYPE OF JOB

Your Name & Phone Number: _____ ( ) _____

Your address, city, state, zip: _____